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ABSTRACT

Describing and evaluating the development of the Brandon University Northern Teacher Education Project (BUNTEP) in Manitoba, Canada, this document presents the following sections: (1) Historical Overview; (2) Project Implementation Strategy (emphasis upon coordination with past projects); (3) The Students (the average BUNTEP student is probably female, approximately 23 years old, educated to grade 10, responsible for 2 dependents, characterized by an intermitent work history, and a Canada Native living in a rural community north of the fifty-third parallel); (4) Visiting Professors (use of facilities, time, and personnel is reported to be less than adequate); (5) School Personnel (surveys reveal a generally positive attitude on the part of school personnel); (6) Participating Communities (9 students from Nelson House, 8 from Cross Lake, 15 from Island Lake, 12 from the Pas, 9 from Pequis, 14 from Split Lake, and 11 from Camperville); (7) The Program (a 3-year program offering teacher certification after the first 2 years and providing flexibility in that 36 of the first 60 credit hours can be electives wherein only 6 of the 36 hours must be education electives); (8) Organization (emphasis on administrative support for the off-campus centers and center coordinators, Native cultural awareness in both curriculum and personnel, and student participation in BUNTEP development); (9) Recommendations (8 specific recommendations); (10) Appendices. (JC)

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BUNTEP:
The Profile of a Teacher Education Project

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Faculty of Education
Brandon University
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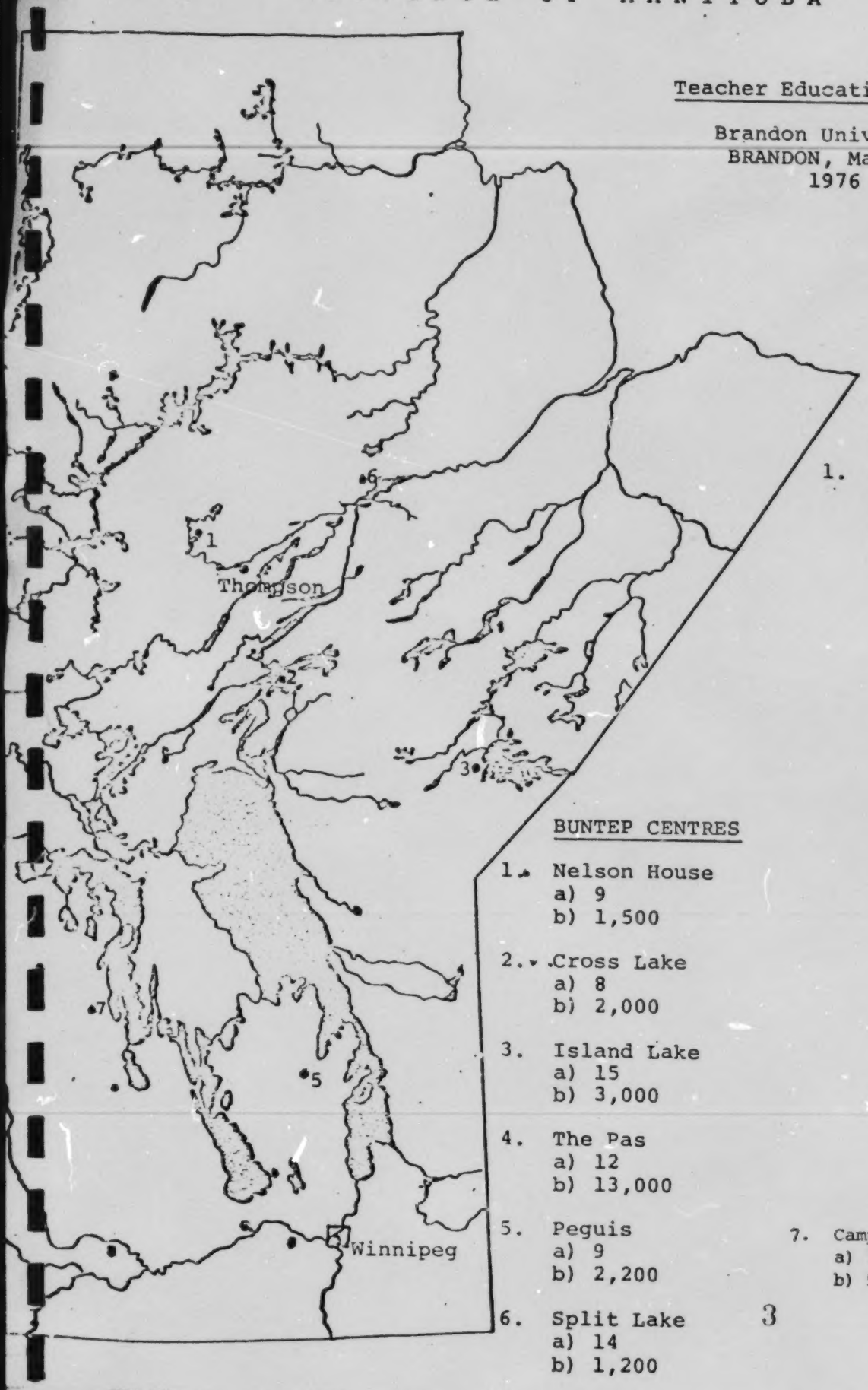
PROVINCE OF MANITOBA



Teacher Education Projects

Brandon University
BRANDON, Manitoba
1976

Legend

1. Centre name
   a) Number of students
   b. Approximate populations

BUNTEP CENTRES

1. Nelson House
   a) 9
   b) 1,500

2. Cross Lake
   a) 8
   b) 2,000

3. Island Lake
   a) 15
   b) 3,000

4. The Pas
   a) 12
   b) 13,000

5. Peguis
   a) 9
   b) 2,200

6. Split Lake
   a) 14
   b) 1,200

7. Camperville
   a) 11
   b) 500

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SECTION I

The Brandon University Northern Teacher Education Project (BUNTEP) provides a teacher education opportunity for residents of Northern Manitoba.

The Project is unique in that it carries out the great majority of its activities in northern communities rather than on the university campus. A mini-campus is created in each community. While the program is structured the same as that offered in Brandon, the process of delivery attempts to amend the traditional format in order to significantly contribute to northern life. As the project celebrates its first anniversary, a major task of this project profile will be to define the uniqueness of BUNTEP and to react critically to its apparent program trends.

HISTORIAL OVERVIEW

The past decade has witnessed many requests by Northerners for programs which would train Northern[1] people for service in their educational system. Proposals varied from teacher aid programs of several weeks duration to a few ambitious requests for funds to support native students at southern universities.[2] Responses to these requests took several forms. Predictably, in the Department of Education a committee was formed. Polite letters were written.[3] But in the final analysis little was done and by 1970 no significant training program had been mounted.

The winter of 1970-71 provided the necessary ingredients to change this. The economy was healthy. A new government in Manitoba was desparately searching for ways to become "socially visible". The federal department of Indian Affairs and Northern Development had substantial sums to spend on the training of Indian people. Programs for minority people were extremely popular

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1 "Northern" in Manitoba often is synonymous with Native because the population in the rural north is almost exclusively native. However, the mandate for service for BUNTEP is in fact "Northern".

2 See specifically Department of Education minutes of an ad hoc committee under the chairmanship of Assistant Deputy Minister R. Lightly.

3 See for example "D. Bruce Sealy to Dr. J. Brown, Sept. 13, 1968. Brown was at the time Dean of Education at the University of Manitoba. Sealy was an administrator in the St. Vital School system and was later appointed to the Faculty by Brown.

in educational circles. Brandon University, was a young university with a Faculty of Education which had nothing to lose. And so an interesting combination of opportunism, vigor, some idealism, and a great deal of luck provided a context in which several teacher education projects were created, sponsored by Brandon University and funded by various government sources.

The Project for the Education of Native Teachers (PENT) featured five years of extended summer sessions coupled with full time teaching loads (or teacher aide jobs) for the remainder of the year. PENT started in the summer of 1971. The Indian - Metis Project for Careers Through Teacher Education (IMPACTE) provided teacher education for both treaty and non-treaty Indians and began in the fall of 1971. The following year (1972) the Winnipeg Centre Project was initiated with a mandate to train inner city residents as teachers.

All three projects provided two years of training.[4] They extended the time to acquire this training to 2½ - 3 years. Special adult student admission requirements (anyone 21 years of age may attend university regardless of their educational background) were used. Extended field based practicums were encouraged. Off campus formats were also implemented in at least part of each project. The context provided by these three projects was in large part responsible for the design and implementation of BUNTEP.

During the 1972-73 academic year IMPACTE received letters from Norway House and Island Lake in northern Manitoba asking that IMPACTE expand to their communities. The response was that while the project was interested in northern expansion, financial resources were not available for such a service.

It was at this time that several things occured which were to facilitate the actual creation of BUNTEP. The Director of IMPACTE, Donald A. Robertson, a native of Norway House, was convinced of the importance of finding a way to fulfill an educational dream that would contribute to the development of the north, i.e., the training of northerners to handle their own affairs. Also the Youth Secretariate of the government of Manitoba's Department of Colleges and Universities Affairs had a mandate to develop programs for summer employment

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[4] The minimum certification requirements for elementary teachers in Manitoba.

for students and was looking for a way to expand into the north. It approached the Faculty of Education at Brandon University with a view to co-sponsoring a Northern Summer project. The Planning and Field Experiences Office at Brandon University was able to coordinate efforts between the Youth Secretariat and IMPACTE students in a way that facilitated the operation of a Northern Education Project in the summer of 1974. This project took place in Nelson House, Norway House, Split Lake. Concurrently the provincial government was investigating methods whereby projects in human service development could be financially supported through the Western-Northlands agreement between the Provincial and Federal government.

During the summer of 1974 the university vigorously supported the Northern Education Project. This exercise proved to be a reasonable success as a pilot project for teacher education in the north. It helped provide contacts with the schools of northern communities and gave a reality check on the feasibility of doing field based things.[5]

When in the summer of 1974 funding arrangements were made through the Northlands agreement a content existed which guaranteed the establishment of BUNTEP.

Experience in earlier projects had provided precedence in: the acquisition of funding; the tentative acceptance by the university of the principle of off campus delivery of programs; and the training of administrative and instructional staff.

BUNTEP was presented to the Faculty Council to the Faculty of Education and to the Senate of the University and was accepted by these bodies as a project sponsored by Brandon University. Its design included a period of six months for planning and implementation, August, 1974 - January, 1975, with the target date of course initiation projected for January, 1975.

PROJECT IMPLEMENTATION STRATEGY

Using the contacts made through the summer Northern Education Program, letters were sent out to the band councils of Nelson House, Norway House, Island

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[5] See Appendix A for literature on the Northern Education Projects, p. 50.

Lake, Cross Lake and Split Lake explaining the program and asking if there was interest in opening a BUNTEP centre in their community. All communities responded positively.

The next step was a visit to the community by the director and the academic coordinator. Two contacts had to be made, the local government and the school personnel.

A joint meeting was held with the chief and council and the school committee. This session was usually organized and chaired by the director, who is a Cree speaker. The program was explained in general along with fiscal policy concerns, the needs of transportation, and housing. Further, the kind and number of students that may be interested was also established at this meeting.

The second contact was made with the school community. Usually in a staff meeting, the academic coordinator met with the administration, teachers, and often the school committee, to explain the academic program, field experience component, the principles behind the extended field base practicum, and how they as cooperating teachers could participate. Extremely helpful in both meetings was the informal document "Some Informal Thoughts on an Ideal Centre"[6] which explained in print what the project director and the academic coordinator were reinforcing in person. The agreed policy was that if either of these two groups showed less than whole hearted support and enthusiasm for the project, the project would not be initiated in that community.

A further phase of implementation involved the acquisition of necessary physical facilities. Housing for the teaching centre, classes, the resident instructor, and the visiting instructors was needed. Perhaps this was the most crucial of all implementation activities due to the fact that housing space and classroom space was at a premium in all northern communities.

At this point support from the school administration at the regional level was crucial.[7] The superintendent of schools "suggesting" that classroom and teacher centre space be found in the complex was an absolute must if in fact a smooth initiation was to come about.

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[6] See Appendix "B" p. 51.

[7] Specifically this is Indian Affairs with the exception of The Pas. To this date the project has enjoyed the vigorous support of all superintendents.

At this time teacher centre workshops were delivered by project staff as an in-service to demonstrate to teachers what a teacher centre was in the BUNTEP structure.[8]

The next phase was the recruitment of personnel, i.e. students and centre coordinators. The student recruitment was primarily a function of community personnel in cooperation with the project. The recruitment of centre coordinators was a responsibility of the administration of the project. As the project continues the endorsement of the students and the community of faculty appointments should become more vigorous.

The final phase of the implementation was the actual beginning of scheduled courses within the community. At this time it was crucial that the problems of the logistics of the north, i.e. flight schedules, charters, snowmobile transport, communication and so on, will not be complicated further by lack of organization by the project. Project plans must be super organized. For example, a centre coordinator should be able to tell an individual whose transportation they were trying to hire exactly how much they would be paid, and when they would be paid, so that these kinds of negotiations could be clear cut and without hassels.

In January of 1975 centres which had been established by IMPACTE in The Pas, and Camperville were transferred to BUNTEP. Camperville, while funded by BUNTEP continued to be administered by IMPACTE. At The Pas, a Centre Coordinator was hired and had been living in the community since September, and a teaching centre was set up. However, this centre was not really a BUNTEP centre in the sense that it had no community committee and the students primarily were recruited from other places and moved to The Pas in the IMPACTE fashion. In the summer and fall of 1975 these students finished their program and a new group of 14 students was recruited to a centre that was much more community oriented and a centre committee has been initiated there.

In Cross Lake 11 students were recruited, a coordinating committee set up and a centre coordinator appointed. The centre operated from the lower level of one of the local schools and the centre coordinator's housing was provided with one of the local teachers for the time being.

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[8] See Appendix "C" for a description of the Teaching Centre.

At Nelson House, 11 students were recruited, a centre set up in the school and a coordinating committee established. Housing was provided for the centre coordinator by Indian Affairs.

At Island Lake, 16 students were recruited from the communities of Garden Hill, St. Therese, Wasagamach, and Red Sucker Lake. The teaching centre operates out of the lower level of the teacherage at Garden Hill. A centre coordinator was appointed who had been a member of the staff of Garden Hill School.

An orientation session, staffed by the personnel of the Confluent Education Branch, of the Department of Education was held in Nelson House and Cross Lake in mid January and two weeks later at Island Lake. Nine hours of course work were then begun in all three centres including Introduction to Teaching (3 c.h.) and Elementary School Structure and Curriculum (6 c.h.). A further 3 credit hour course was offered in Island Lake.

In addition field experience workshops on what was expected of students and the responsibilities of classroom teacher while working with the students were held in all centres. In conjunction with these workshops on field experience, workshops on the teaching centre and how it can support school activities were also held in each of the communities involved. Inventories and supplies for the teaching centres were coordinated out of the Winnipeg office which BUNTEP shared with the Winnipeg Centre Project.

SECTION II
THE PEOPLE

I. The Students

A. Recruitment: Usually recruitment of students is the first function of the centre committee.[1] Often it becomes a model for the future involvement of the committee. A contact person, perhaps the home school coordinator or some such representative, circulates application forms to interested people in the community. The centre committee then establishes an interview schedule for perspective students and invites representatives of the project staff to participate during this process. The staff provides information as to what a student's responsibilities might be in the program. Actual selection is a colleagial affair with the "casting ballot" in the case of difficult decisions made by the community representatives.

All perspective students are interviewed. Ability to do university work, personality traits, and the ability to communicate are taken into consideration. However, the major question that the committee asks is, "Is this the kind of person we want to teach the youngsters of our community?". A commitment to teaching by an applicant often receives much more consideration in these recruitment proceedings than his/her academic background. The experience of other projects (e.g. IMPACTE) demonstrate that academic skills necessary to do university work can be acquired by committed adults no matter what their educational background at the time of recruitment.[2]

A major policy consideration of BUNTEP has been to recruit students from the community involved. Partly this is in support of the notion of a community project, but also housing is in extremely short supply in the rural communities of northern Manitoba. Housing for temporary residents is just not available. Any amendment to this policy should not be considered until after suitable housing is assured.

The number of students recruited in a community often depends on the available space in the local school(s) for them to do their practicum. The equation used is one half the number of classrooms open in the community minus one equals the number of students recruited. In the future staggered field experience placements or the opening of new education facilities may

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[1] For the structure and duties of the centre committee see Appendix "B" p. 51.

[2] A. J. Loughton, "IMPACTE: An Internal Evaluation", Unpublished Evaluation, IMPACTE, Brandon University, 1974.

change the numbers. However, this policy seems to serve the project well at this point.

Profiles: The student profiles show that the mythical "average" BUNTEP student is probably female, approximately 23 years old, with grade 10 education, responsible for two dependents, with an intermitent work history, and is a native who lives in a non urban community north of the fifty-third parallel. It is safe to say that prior to BUNTEP a person with the profile cited above had absolutely no real opportunity to gain formal post-secondary training.

Sex: A majority (62.2%) of the BUNTEP students are women (Table 1). Several things contribute to this. For example, a significant number of the original students of BUNTEP were employees of the Indian Affairs Department as teacher aides or clerical workers in schools. The majority of these positions have traditionally been filled by women in northern Manitoba. Also there are still traces of the attitude that teaching is (particularly in the elementary school) "women's work". This is changing as the 37.8% male student population indicates. The education of the northern natives provides no exception to the fact that girls appear to achieve better at the high school level than do their male counterparts. Therefore, there is a larger number of young women in the communities with successful completion of at least some high school. There is no evidence that the male applicant is discriminated against.

The women of the project support three times as many dependents as do their male counterparts. They are slightly less educated and make up the bulk of those students who were employed before their recruitment. They are also slightly older than their male colleagues. (See Tables 2-5).

Age: The BUNTEP student body while older than the normal university student population, (which is usually 18-24 years of age) still averages under 25 years of age. (Table 6). This may be indicative of a trend in the northern communities that is slowly occuring i.e. young people are gaining more educational qualifications. For example, 10 of the 13 BUNTEP students that are high school graduates are under 24 years of age. (Table 7). Two thirds of the BUNTEP students who attended high school are from the same (under 24) age group. This may be evidence for the notion of a "cultural watershed" that divides northerners at about age 30. For example, the percentage of

persons under 30 who do not speak English is very small while the number of persons over 30 who do not (or do not wish to) speak English is significantly higher.

Other Variables: Other selected variables on which profile information was collected (See Tables 8 to 13) provide interesting background information but do not show definite trends. For example, over half (56.8%) of the students have one dependent or less. The responsibilities of the remaining students vary. Experience in other projects e.g. IMPACTE, has indicated that the extra responsibilities of dependents has not been a detriment to the success of the students. It appears that the financial allowance scheme which is pro-rated on the number of dependents has allowed the student to support his or her family adequately while attending classes.[3] This apparent alleviation of financial pressures may be responsible for allowing older students with a number of dependents to survive economically while they study.

A significant number of BUNTEP students (35.1%) did not attend high school at all. It will be interesting to note how these students, often the older students with heavy responsibilities as well, adjust and succeed in the project.

High school graduation certainly does not guarantee employment in the north. Of the 13 high school graduates now in the BUNTEP program, only five were employed at the time of their admission to the program.

A profile of the students as seen by their cooperating teacher(s): The over-whelming majority (93.0%) of cooperating teachers surveyed found their BUNTEP student easy to get along with. (See Table 14). This vote of confidence in the area of good relationships is tarnished slightly as only half as many cooperating teachers felt as strongly about the adequacy of daily preparation on the part of the BUNTEP student. (See Table 14). Perhaps this supports the notion that BUNTEP students are not aggressive enough. They should be encouraged to take more initiative particularly in the area of personal responsibility.

Many students are already assets to the classrooms they serve according to the cooperating teachers they work with. When responding to the

[3] See allowance table Appendix "D".

item "BUNTEP students are useful in the instructional process in my class" two thirds of the cooperating teachers strongly agree. (See Table 15). How do the cooperating teachers view the potential of BUNTEP students? In response to the item asking "I believe my BUNTEP student has the potential to become an above average teacher" over one-half of the teachers (53.7%) who responded agreed with this statement. This would imply that the BUNTEP student body is comparable to any student teaching sample. Perhaps even more important is the fact that less than 10% of the cooperating personnel disagreed with the above assessment. (See Table 15). Even allowing for a natural project "Hawthorne effect" this is a positive assessment of the BUNTEP student body by the cooperating teachers of the project.

Item 18 on the questionnaire states "My BUNTEP student enjoys children". Admittedly part of the reason for asking this question is because of an uncomfortable feeling on the part of the authors that we certify people to teach in Manitoba without even asking them if they like children. The response of the cooperating teachers was a bit disquieting with slightly over 16% answering other than number one, strongly agree. (See Table 15).

The open ended responses to students by their cooperating teachers varied from centre to centre.[4] An area of commonality was the subject of student responsibility. Responsibility (or lack of it) is defined in terms of personal committment by the cooperating teachers. This means committment not only to the project but to teaching generally. Specifically, the teachers see this personified in terms of punctuality, preparedness and course success Of parcicular interest is that those communities that have the most vigorous community involvement (e.g. a strong centre committee), are those communities where the teachers are most happy with their students. It appears though there is a definite connection between community involvement and support for the project and the personal growth of the students.

Both community people and an individual staff member or two, mentioned during interviews the issue of native persons and their dependency upon organizations. The traditional structure of communities dominated by government agencies allow an individual to use the agency (e.g. Indian Affairs) as an easy scapegoat in times of crisis instead of following through with their <u>own initiative</u> to solve problems. Independence in such times may be a

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[4] See copy of questionnaire Appendix "D".

new concept and the student and the community committee alike may have to "shift gears" if they are going to play a real decision-making role in the project and in their own professional lives.

As educators, the project staff and the cooperating teachers have a responsibility to facilitate student independence. However, this is not done by "giving"! Independence is best gained students by being a real part in the process of project government. For example, the role of the project staff should be to provide things like the meeting place, and perhaps the organization, where the decision making can take place. But the decisions must be made by the people who are most directly involved, i.e. the northern residents.

Further, students should be able to do more than take courses, do field experience and get certified. They must come to terms with the unique educational problems presented by a northern community, e.g. control, dropouts, curriculum development, etc. The project must provide activities to help the search for answers to these educational questions by BUNTEP students.

It appears that the staff may not have spent enough time and energy discussing the BUNTEP program with individual students and teachers. Few students really know and understand the compulsory and elective course demands of the Bachelor of Teaching program. Even more crucial is a clear understanding of the role of field experience and how this integrates with course work and the students over-all preparation as an educator.

Students should and must be involved in project policy making, (both at the centre and in the over-all project). However, this must be a vigorous involvement with items directly concerning students circulated early so that the student representatives can solicit and receive feedback on the issues involved. Specifically students should have a representative from each centre who sits on the project's central council as well as several members on their own centre committee.

II. The Centre Coordinators

BUNTEP centre coordinators are typically in their early thirties, have graduate degrees, and share a desire to see the people of the communities control their own destiny. They are in many ways pioneers in a new educational environment, often without colleagial support and operating without precedence of either policy or behavior. The coordinator relates with at least

four publics. These include: community residents and their representatives; the students; the cooperating schools personnel; and the central BUNTEP administration as a part of the larger Brandon University community. Of course, a whole myriad of interests and pressure groups can be added to these in the larger context of centre and project development.

The social and educational context in which the coordinator works is both facilitating and debilitating. It is facilitating in the sense that an ideal format is present for the main goal of the education of students within their own social mileau. However, this task is often attempted under the most difficult of circumstances, often alone, without sophisticated facilities, and often without short-term examples of success.

The centre coordinators liaison with school personnel is of great importance. The relationship between the university and the cooperating school personnel is often dependent upon how vigorous the interest of the university representative (in this case the centre coordinator) is viewed by teachers. They must be in the school often, easily available, be completely informed, and be interested in the progress of each individual student.

Perhaps a fundamental compliment to the centre coordinators is that all centres have survived. During the planning stage estimates as to the length of time BUNTEP would survive in the isolated communities of the north ranged from three weeks to six months. In no small part, the reason for the inaccuracy of such predictions has been the BUNTEP centre coordinators.

The project owes these people several things. They must be directly involved in making the policy of the project. Information regarding the decisions of university bodies and the funding agencies must be given directly and immediately to them. Also the project must provide sessions (often in the communities of the north) where the staff of the project can formally and informally interact and receive the mutual support and benefit of belonging to a community of educators. At no time should six weeks pass by without a gathering of some sort, e.g. staff meeting, a seminar, a symposium, etc.

III. The Visiting Professors

The recruitment of good visiting personnel is one of the more difficult and creative efforts facing the project. People who fill these positions must in fact be more than university professors. They must be teachers with good skills adaptable to situations where sophisticated facilities are not available. They must be able to work in a situation where short term feedback is not necessarily strong or consistent. Most of the visiting professors recruited so far into the BUNTEP program reside in Winnipeg and this contributes to an "identity crisis" of sorts, i.e. they are not Brandon University personnel in the same sense as campus professors, and yet they are asked to perform the same service out of a suitcase.

On the other hand, the people of the north are used to having people "parachute in" to their community on a one or two day basis and leave again. This phenomenon is so second nature to northerners that it is very, very difficult to influence them with this kind of format. Hopefully the team of the centre coordinator, and the visiting colleague can together overcome the feeling of having a service parachuted in. However, the visiting format must be such that the visiting professor has time to be in the centre when classes are not scheduled. He must have "office hours" if in fact his function is to be more than just a deliverer of lectures or class experiences.

Thus far, the course delivery system has not been adapted particularly well to this kind of situation either through the use of facilities, time or personnel. In other words the courses have been delivered in a more or less traditional manner with only non-traditional things being the course taking place in a northern community and delivered by a visiting person.

The original design of the project mentioned in several places a cooperative effort among the visiting professor and several people who could qualify as tutors to provide individual help for the students. This function does not seem to be commonplace to this day.

The students also report that the format has not been one where they are able to informally chat with the professor involved outside of class time. Time schedules and the demands on the visiting professor are such they rarely have time to be in the community with unstructured time.

The project must provide supports that can become a "scholar's base" for the visiting professor. The community of scholars providing an educational

service in an innovative way must be the product of careful group planning and the diversified ideas of as many individuals as possible. The project must organize and develop time when the people who are delivering the program have the opportunity to plan and discuss together how they can best deliver this educational package. There is no question that the visiting professor at this point is generally overworked and the schedule that they attempt to keep is usually quite unrealistic.

IV. The School Personnel

Project staff report that the support of school personnel is a very positive aspect of the first year of the operation of BUNTEP. This is not to suggest that problems haven't occurred. Even the time of start-up (mid-year, January, 1975) provided some problems for the project. For example, several of the BUNTEP students were teaching on permit or acting as teacher aides in the schools that were involved with the project. Their release to begin BUNTEP training created a teacher shortage at a difficult time of the year. In a minority of cases the good will of individual teachers has not yet been gained because of this. However, the majority of teachers have been very supportive.

The students view their cooperating teachers as "easy to get along with" (an 81.6% agreement) and well prepared (an 84.2% agreement). For their part a majority of teachers feel that they would like to continue (80.5%) to be a cooperating teacher in the future and only one teacher surveyed stated that they were not interested in continuing in this capacity. Student teacher cooperating teacher roles are as good as one could expect at this stage of the project.

As mentioned above in the discussion of the students of the project, the concern about student responsibility arises again on the recommendations of the cooperating teachers. Punctuality, attendance, and preparation, are crucial to maintaining good project/school and or student/school relationships. The project must find ways of communicating to students that these are the real world indicators of their committment to teaching certainly as far as the cooperating teacher is concerned.

As in all of teacher education in Canada the recruitment of cooperating teachers is not as carefully done as it could be. In fact it is safe to say that usually one sends out a call for volunteers.

This leaves little space for a review of the teachers compentency or the appropriateness of their program. More time needs to be spent with the cooperating teacher explaining the goals and objectives of the program and how the program can help them in their classroom. At the present time the recruitment is often by the nomination of the principal only. Teachers should be involved in an indepth discussion of the function of the project before they are asked to make a decision as to whether or not they would like to be a cooperating person in the project. And then the actual decision should be a mutual one

with an agreement of the school administration, the teacher, and the project staff. In addition, the teacher and the student should be able to commit themselves for a short period (perhaps a week) at the end of which one or both parties could opt for a new arrangement.

Two-thirds of the cooperating teachers and students feel that cooperating teachers should be involved in the evaluation of students. (See Table 14). Another third of each group are neutral on this subject and about one-fifth (19%) agree that the cooperating teacher should have no part in the evaluation of students. This topic should be the topic of vigorous workshop activity involving teachers and BUNTEP students and alternatives must be established for teachers who do not wish to participate in the evaluation exercise. The majority of cooperating teachers also feel that they have time to cooperate more vigorously in the project. For example, in response to the item on cooperation with methods instructors 55% agreed that they would have time to do this while only 10% disagreed. The project should take the initiative to facilitate this cooperation. It must not be a supervisory relationship, however, it should be a colleagial in nature (form and activity) with the cooperating teacher being made to feel very much a colleague in the enterprise.

The teachers are not that interested in being part of the design team of the project. (See Item 13 Table 14). They do want to be completely informed about design decisions and how they are made.

The cooperating personnel recommend.

In response to the item."What I like best about the BUNTEP program" cooperating teachers stated:

1. Cooperating teachers (over 50%) endorsed teaching the program in the communities so that northerners could have access to teacher education in a local setting.

2. Cooperating teachers endorsed (about 50%) the notion of the extended field base practicum as a superior method of professional training in comparison to the shorter traditional format, a sample response said, "They'll be better prepared than I ever was."

3. A significant number (approximately 50%) mentioned the program as building a school native community relationship through understanding and information about programs. Several teachers added comments that this also aided in the native non-native communication in the community.

4. Several (about 25%) also mentioned the fact that BUNTEP students aided the quality of instruction in their classrooms by helping with tutoring small group work, etc.

5. In the communities where evening courses were offered these were mentioned by the majority of teachers as being a positive asset to the project.

6. A few teachers referred to the teaching centres established as part of the BUNTEP centre.

In response to "What I like least about the BUNTEP program" the teachers stated:

1. In some centres (one or two) the majority of the cooperating teachers were dissatisfied with the supervisory style of the centre coordinator. This usually meant lack of visits, and shortness of the visits that were made. Although other comments suggested that centre coordinators should not "just walk in like they owned the place", these were definitely a minority.

2. A significant number of teachers in one or two centres were concerned as to whether or not students took the program all that seriously. Again the examples of committment were often stated in terms of punctuality, attendance and preparedness.

In response to "Changes I would make" the teachers suggested:

1. Sessions to build the faith of cooperating teachers in the project. e.g. videotapes of successful lesson taught by BUNTEP students; indepth discussions of program goals; joint activities between teachers and BUNTEP students such as community projects, etc.

2. Insure concrete ideas delivered in methods courses for application during field experience.

3. More methods courses delivered before field experience takes place. (including a general methods course).

4. Language arts delivered before field experience.

5. Increased contact between project staff and teachers.

6. Use local resources in teaching of courses.

7. Course work "too much in too short period of time," change the length of the format.

8. Adapt each centre to the uniqueness of the community in which it

is found.

On the whole the cooperation of the school staff has been outstanding. Because of the high turnover of staff in the northern communities the project cannot assume that the ground work is done in the previous year. Rapport and confidence building between individual teaching staffs and the personnel of the project will probably continue to be an annual occurance.

V. The Communities

Several group interviews, held predominantly in the Cree language, produced the following assessments of the project from community people.

Comments on students fall into three categories: the personal involvement of the students; their contribution to the schools and school activities; and finally their contribution to the community.

Community people feel that the BUNTEP student is a model for the elementary and secondary school pupils in their communities e.g. "If the BUNTEP student can make it so can I". Young people are encouraged to stay in school and can see a use of their schooling. The BUNTEP student sees problems that the students may be having, and then deals with them with empathy, in their own language. Parents in the community feel that this combination of empathy and language helps the pupil to learn faster.

In the school the BUNTEP student is seen as helping teachers interpret problems and concerns that they face. This means not only actually interpreting the Cree language but sometimes interpreting the native culture for teachers. Community people expect BUNTEP students not only to stay in training and to complete their course but to stay in their own community when they complete their training. Hopefully this will help stop the annual teacher turnover by providing native teachers in their schools.

The school in the northern community is often an island i.e. an institution of a separate sub-culture. Usually little communication takes place between the school personnel and parents. The BUNTEP student (and in fact the IMPACTE graduate) have demonstrated already in the north that their participation in the school has helped to break down the communication barriers between school and community. Members of school committees and band councils hope BUNTEP students can provide leadership for other community members in the future. They also support proposals for training in other areas e.g.

medical para-professionals, legal, education, clerical, technical trades, etc. The general consensus is that if BUNTEP goes well other programs may be on the way in the near future.

Community people report that the involvement of school committees and band council members in the affairs of BUNTEP have sometimes given them a different view of the capacity of their community to change their own conditions. The project should vigorously support the involvement of their centre committees as policy makers, not only in the program as it exists but in its future potential.

TABLE I

BUNTEP Students by Sex

1975-76

	NUMBER	%
Female	46	62.2
Male	28	37.8
TOTAL	74	100.0

TABLE II

BUNTEP Students by Sex and
Educational Background, 1975-76
# of Dependents

	0	1	2	3	4	5	6	7	
Female	6 8.1%	15 20.3%	8 10.8%	4 5.4%	7 9.5%	2 2.7%	3 4.1%	1 1.4%	106 Total Dependents (Female Students)
Male	8 10.8%	13 17.6%	2 2.7%	2 2.7%	2 2.7%	1 1.4%	0 0.0	0 0.0	36 Total Dependents (Male students)

TABLE III

BUNTEP Students by Sex and Educational Background

	6 or less	7	8	9	10	11	12	Row Total
Female	2 2.7%	2 2.7%	6 8.1%	8 10.8%	11 14.9%	10 13.5%	7 9.5%	46 62.2%
Male	0 0.0	1 1.4%	4 5.4%	3 4.1%	4 5.4%	10 13.5%	6 8.1%	28 37.8%
Column Total	2 2.7%	3 4.1%	10 13.5%	11 14.9%	15 20.3%	20 27.0%	13 17.6%	74 100.0%

TABLE IV

BUNTEP Students by Sex
and Work Experience

	Unemployed	Intermittent	Stable	Row Total
Female	8 10.8%	19 25.7%	19 25.7%	46 62.2%
Male	2 2.7%	16 21.6%	10 13.5%	28 37.8%
Column Total	10 13.5%	35 47.3%	29 39.2%	74 100.0

TABLE V

BUNTEP Students by Sex and Age
1975-76

	19 & Under	20-24	25-30	31-34	35-40	42-54	Row Total
Female	4 5.4%	13 17.6%	14 18.9%	8 10.8%	5 6.8%	2 2.7%	46 62.2%
Male	2 2.7%	14 18.9%	9 12.2%	3 4.1%	0 0.0	0 0.0	28 37.8%
Column Total	6 8.1%	27 36.5%	23 31.1%	11 14.9%	5 6.8%	2 2.7%	74 100.0

TABLE VI

BUNTEP Students by Age
1975-76

Age	Number of Students	%	Cummulative %
19 yrs. & under	6	8.1	8.1
20-24 yrs.	27	36.5	44.6
25-30 yrs.	23	31.1	75.7
31-34 yrs.	11	14.9	90.5
35-40 yrs.	5	6.8	97.3
42-54 yrs.	2	2.7	100.0

TABLE VII

BUNTEP Students by Age
and Educational Background
1975-76

Age	Educational Background 6 or less.	7	8	9	10	11	12	Row Total
19 and under	0.0	0.0	0.0	1 1.4%	1 1.4%	0 0.0%	4 5.4%	6 8.1%
20-24 yrs.	0.0	0.0	2 2.7%	1 1.4%	7 9.5%	11 14.9%	6 8.1%	27 36.5%
25-30 yrs.	0.0	2 2.7%	4 5.4%	5 6.8%	4 5.4%	7 9.5%	1 1.4%	23 31.1%
31-34 yrs.	0.0	1 1.4%	2 2.7%	3 4.1%	3 4.1%	1 1.4%	1 1.4%	11 14.9%
35-40 yrs.	1 1.4%	0	1 1.4%	1 1.4%	0	1 1.4%	1 1.4%	5 6.8%
42-54 yrs.	1 1.4%	0	1 1.4%	0	0	0	0	2 2.7%
Column Total	2 2.7%	3 4.1%	10 13.5%	11 14.9%	15 20.3%	20 27.0%	13 17.6%	74 100.0

TABLE VIII

BUNTEP Students By
Work Experience 1975-76

	Absolute Freq	Relative Freq (PCT)	Cum Freq (PCT)
Unemployed	10	13.5	13.5
Intermittent	35	47.3	60.8
Stable	29	39.2	100.0

TABLE IX

BUNTEP Students by
Educational Background 1975-76

Education Background	Absolute Freq	Relative %	Cumulative Freq %
6 or less	2	2.7	2.7
7	3	4.1	6.8
8	10	13.5	10.3
9	11	14.9	35.1
10	15	20.3	55.4
11	20	27.0	82.4
12	13	17.6	100.0
TOTAL	74	100.0	

TABLE X

BUNTEP Students by Educational Background and Work Experience 1975-76

Educational Background	Unemployed	Intermittent	Stable	Row Total
6 or less.	1 1.4%	1 1.4%	0	2 2.7%
7	0	2 2.7%	1 1.4%	3 4.1%
8	4 5.4%	4 5.4%	2 2.7%	10 13.5%
9	1 1.4	7 9.5	3 4.1	11 14.9%
10	1 1.4%	6 8.1%	8 10.8%	15 20.3%
11	1 1.4%	9 12.2%	10 13.5%	20 27.0%
12	2 2.7%	6 8.1%	5 6.8%	13 17.6%
Column Total	10 13.5	35 47.3	29 39.2	74 100.0

TABLE XI

BUNTEP Students By
Present Status, 1975-76

Present Status	Absolute Freq	Relative Freq	Cum Freq
Continuing	68	91.9	91.9
Dropout	3	4.1	95.9
Suspended	2	2.7	98.6
Leave of Absence	1	1.4	100.0
TOTAL	74	100.0	

TABLE XII

BUNTEP Students by Present Status and Sex 1975-76

	Continuing	Dropout	Suspended	Leave of Absence	Row Total
Female	43 58.1	3 4.1	0	0	46 62.2
Male	25 33.8	0	2 2.7	1 1.4	28 37.8
Column Total	68 91.9	3 4.1	2 2.7	1 1.4	74 100.0

TABLE XIII

BUNTEP Students by Number of Dependents, 1975-76

Number of Students	Number of Dependents	%	Cummulative %
14	0	18.9	18.9
28	1	37.8	56.8
10	2	13.5	70.3
6	3	8.1	78.4
9	4	12.2	90.5
3	5	4.1	94.6
3	6	4.1	98.6
1	7	1.4	100.0
74			

SECTION III
THE PROGRAM

The program offered through the BUNTEP project is the Bachelor of Teaching degree of the Faculty of Education at Brandon University. This degree is a three year program which offers teacher certification after the first two years (i.e. 60 credit hours) have been completed. An extremely flexible program, its strength is its adaptability and the percentage of courses that can be nominated as electives.

In the first 60 credit hours, 36 of those hours can be identified as electives in some form. The 24 credit hours that are required include the following:

(a) Methods courses in four basic areas (15 credit hours)
   1. Language Arts, 6 credit hours
   2. Mathematics, 3 credit hours
   3. Science, 3 credit hours
   4. Social Studies, 3 credit hours.

(b) The Psychology of Teaching and Learning, 3 credit hours.

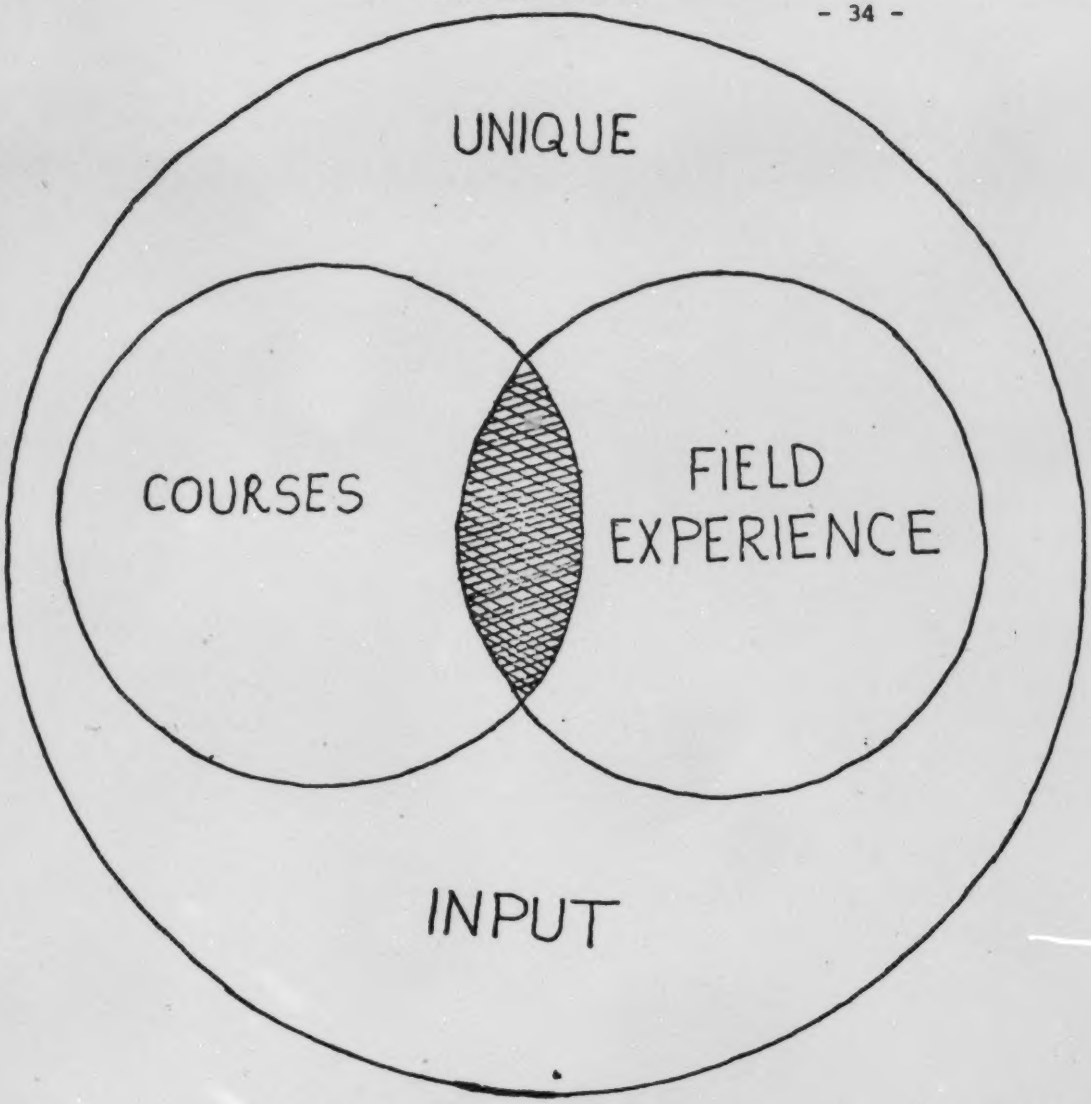
(c) Elementary School Structure and Curriculum, 6 credit hours.

Of the other 36 credit hours, 6 must be education electives. The remaining 30 hours may be totally arts and science or a combination of as little as 21 hours of arts and science and as many as 9 hours of education. e.g., A student may elect 24 hours of arts and science and 6 hours of education or may choose to do all arts and science, etc.

The third year of the program offers several different majors which will allow a person to take a year wholly in arts and science or totally in education or a combination of the two, majors may be taken in areas such as special education, pre-school education or cross cultural education. In other words, the format of the Bachelor of Teaching program serves the projects well.

Faculties of education have been vigorously criticized for their teacher education programs in the past. Often this criterion is based on the following:

1. Recruitment and selection of students - in many faculties of education the only selection process there is for the teaching profession is self-selection the day of registration. In other words, the failure rate in the professional year is practically nil and the faculty therefore largely abrogates its responsibil-



Courses & Field Experience: Project design specifies almost equal time allocated to each of these components. The shadded portion indicates the area of integration of the two. Ideally as the projects continue the shaded portion increases.

Unique Input: Refers to those things developed by the project that are above and beyond courses and field experience e.g. development of community based curriculum; political skills for change agents; research on effects of project function; teacher centre workshops/function; "extra-teacher education" program initiation; teacher involvement in community education; centre committee policy decision making; skill seminars for school committees and others; university program development.

ities in terms of selection of individuals to the teaching profession.

2. Course sequencing - there is little regard for the sequencing of skills and knowledge necessary for the training of good teachers.
3. Theory and practice - there is little integration of the course work and the practical application of these concepts in classrooms.
4. In the general area of field experience:
   a. Cooperating teachers feel they are left to do the real job of training teachers without much university involvement or support.
   b. Faculty advisors do not participate often enough or in a positive manner in the view of other persons involved in the process.
   c. A consensus on expectations and evaluations does not exist between students, cooperating personnel in schools, university personnel or the agency responsible for the certification of teachers.

The question for those responsible for the delivery of the BUNTEP program is in what way has the project been able to alleviate the criticisms cited above. Much work is still to be done!

Course work. The sequence of course work in BUNTEP is not satisfactory. It is no secret that during the survival phase of many projects courses are delivered when and if qualified personnel are available to teach them. This has been the case in the first year of BUNTEP. This does not make the program inferior to other programs. However, it does not make it adequate in terms of its innovative standards.

The quality of courses is enhanced when you consider how they are delivered. Small (ten to fifteen students) classes provide the ideal atmosphere for personal teaching. An easily accessable teaching centre, well stocked and supplied with equipment by the project, gives professors interested in the concrete verses abstract notion of concept development good facilities in which to demonstrate these principles of learning. The staffs of the project are interested in insuring the success of students who up to this point have not had a chance to participate in a post secondary education.

These things provide an atmosphere and a delivery superior to what we would normally look for in a teacher education program.

While it is too early to make comments about the course design in total, or perhaps even individual courses, several questions were asked about course work and its integration with field experience in the project. Students (only 7.9% disagreed) do not feel that they should try and do course work and field experience at the same time. However, their cooperating teachers feel that the course work could be integrated and should be integrated with field experience even if it takes place during field experience time. (See Table 16 p. 7)

Students agreed (all but 10.6%) that methods courses supported their activities in the classrooms. However, teachers were much less convinced of this fact at this point. (See Table 16 P.7)

Both cooperating teachers and students agreed almost unanimously that Language Arts ought to be offered before the first phase of field experience. This notion has been constantly supported over several years by both the cooperating teachers and the students of several education projects.

Each course ought to be evaluated by the student participants with the results of those evaluations regarding the personalized style and the effectiveness of the course and the total picture of the program going to those people responsible for the program.

FIELD EXPERIENCE

The projects are committed to an extended field base practicum. That is, there is strong belief that the concepts and approaches taught in courses need to be applied vigorously over long periods of time in the classroom in order for the student to become an effective teacher at the time of certification. However, program effectiveness can not be measured in numbers of weeks done. In fact the disquieting question, "How many more weeks do I have to do in order to finish my field experience?" indicates a misunderstanding of what effective field experience is really about. The three phase design as applied to this project provides for people to start with relatively minor involvement in the teaching/learning process and move forward at their own pace toward a total independent planning, delivery, and evaluation, of instructional processes of several forms. How effective this extended field base practicum will be depends largely on how much the project staff has

invested in time and effort in working out the objectives and the processes of the practicum with the cooperating personnel. Further the student must thoroughly understand how the extended field base practicum will support his education as a teacher.

The survival phase of a project rarely furnishes the luxury of the time necessary to effectively establish this information base with both cooperating teachers and students. BUNTEP is no exception. While teachers and students both report a high degree of satisfaction with field experience expectations workshops, those workshops alone are not enough. The analogy is clear, it is like parachuting in professional development activities instead of ongoing supportive activities. The faculty knows what we have to do in this area. Question is, do we want to do it? Probably the place to start is staff sessions involving centre coordinators, visiting professors, and cooperating professors from other programs in order to develop a strong understanding of what it is that the field based component can do for an effective teacher education program.

Apparent support of the extended field based practicum is found in the field experience item that suggests that field experience should not start until year two. Only 20% of the cooperating teachers and 30% of the students agreed with this position. This response indicates a rather strong support for field experience through all three years of the program. However, thirty percent of the student population is a significant number and provides evidence that discussions should be held with the student body in regard to the field experience design.

It was suggested in one item of the questionnaire that more than one BUNTEP student might be a useful experience in the cooperating teachers classroom. Students agreed that this would be a profitable thing. However, 46.5% of the cooperative teachers disagreed decisively with the notion. One wonders at this point whether these teachers feel that BUNTEP students really are an asset in their classrooms? If they were, two would probably double that asset. (Table 17, P. 8 and 9).

Regular visits by faculty advisors in the classrooms of the schools is whole heartedly supported by the cooperating teachers. A majority of the student teachers support the number of visits that are now being carried out and a majority of cooperating teachers agreed that the project personnel are doing the best they can with one or two isolated exceptions. The policy

of extended practicums and vigorous visiting therefore is endorsed by cooperating teachers and the majority of students alike. However, it seems as though more effort needs to be spent with the students of the project on the rationale and process of the extended field base practicum.

In a way the behavior of the project staff during field experience is analogous to the behavior of the students. Throughout this profile we have talked about students responsibility being personified in their punctuality, attendance and preparation. Perhaps the staff of the project could look at their own behavior in terms of involvement in the schools as personifing how the cooperating teachers will view their responsibility and the responsibility of the project in the extended field base section of the project activities.

TABLE #14

RESPONSES TO PROFILE QUESTIONNAIRES

ITEMS REGARDING COOPERATING TEACHERS

		STUDENT RESPONSES							COOPERATING TEACHER RESPONSES						
		AGREE		NEUTRAL		DISAGREE				AGREE		NEUTRAL		DISAGREE		
		1	2	3	4	5	out of range	TOTAL		1	2	3	4	5	out of range	TOTAL
The principal of my school has an important role in the BUNTEP Program	Absolute Frequency	22	10	2	3	0	1	38	Absolute Frequency	20	5	7	6	3	2	43
	Relative Frequency	57.9	26.3	5.3	7.9	0	2.6	100.0	Relative Frequency	46.5	11.6	16.3	14.0	7.0	4.7	100.0
	Cummulative Adjusted Frequency	59.5	86.5	91.9	100.0	0	100.0		Cummulative Adjusted Frequency	48.8	61.0	78.0	92.7	100.0	100.0	
As a cooperating teacher, I would like to have a part in deciding when courses should be offered	Absolute Frequency	17	7	9	3	1	1	38	Absolute Frequency	5	4	27	1	4	2	43
	Relative Frequency	44.7	18.4	23.7	7.9	2.6	2.6	100.0	Relative Frequency	11.6	9.3	62.8	2.3	9.3	4.7	100.0
	Cummulative Adjusted Frequency	45.9	64.9	89.2	97.3	100.0	100.0		Cummulative Adjusted Frequency	12.2	22.0	87.8	90.2	100.0	100.0	
I should not be asked to evaluate a BUNTEP student	Absolute Frequency	3	4	7	9	14	1	38	Absolute Frequency	4	4	8	10	16	1	43
	Relative Frequency	7.9	10.5	18.4	23.7	36.8	2.6	100.0	Relative Frequency	9.3	9.3	18.6	23.3	37.2	2.3	100.0
	Cummulative Adjusted Frequency	8.1	18.5	37.8	62.2	100.0	100.0		Cummulative Adjusted Frequency	9.5	19.0	38.1	61.9	100.0	100.0	
I would have the time to cooperate with methods instructors	Absolute Frequency	11	10	13	2	1	1	38	Absolute Frequency	10	12	14	4	0	3	43
	Relative Frequency	28.9	26.3	34.2	5.3	2.6	2.6	100.0	Relative Frequency	23.3	27.9	32.6	9.3	0	7.0	100.0
	Cummulative Adjusted Frequency	29.7	56.8	91.9	97.3	100.0	100.0		Cummulative Adjusted Frequency	25.0	55.0	90.0	100.0	0	100.0	

TABLE #14 cont.

	STUDENT RESPONSES						COOPERATING TEACHER RESPONSES						
	AGREE		NEUTRAL		DISAGREE		AGREE		NEUTRAL		DISAGREE		
	1	2	3	4	5	out of range TOTAL	1	2	3	4	5	out of range	TOTAL
24 I would be willing to take a BUNTEP student again													
Absolute Frequency	27	5	6	00	0	38	22	11	7	0	1	2	43
Relative Frequency	71.1	13.5	15.8	00	0	100.0	51.2	25.6	16.3	0	2.3	4.7	~~100.0~~ 100.0
Cummulative Adjusted Frequency	71.1	84.2	100.0	00	0		53.7	80.5	97.6	0	100.0	100.0	
# 9 I found my BUNTEP student easy to get along with												TOTAL	
Absolute Frequency	26	5	4	00	3	38	35	5	2	1	0		43
Relative Frequency	68.4	13.2	10.5	00	7.9	100.0	81.4	11.6	4.7	2.3	0		100.0
Cummulative Adjusted Frequency	68.4	81.6	92.1	0	100.0		81.4	93.0	97.6	100.0	0		
#28 I find my BUNTEP student well prepared on a daily basis												out of range	TOTAL
Absolute Frequency	28	4	5	1	0	38	18	10	3	6	3	3	43
Relative Frequency	73.7	10.5	13.2	2.6	0	100.1	41.9	23.3	7.0	14.0	7.0	7.0	~~100.~~ 100.0
Cummulative Adjusted Frequency	73.7	84.2	97.4	100.0	0		45.0	70.0	77.5	92.5	100.0	100.0	

TABLE #15

RESPONSES TO PROFILE QUESTIONNAIRES

ITEMS REGARDING STUDENTS

		STUDENT RESPONSES							COOPERATING TEACHER RESPONSES							
		AGREE		NEUTRAL		DISAGREE			AGREE		NEUTRAL		DISAGREE			
		1	2	3	4	5	out of range	TOTAL	1	2	3	4	5	out of range	TOTAL	TOTAL
#18 My BUNTEP Student enjoys children	Absolute Frequency	38	0	0	0	0		38	36	4	3	0	0			43
	Relative Frequency	100.0	0	0	0	0		100.0	83.7	9.3	9.3	0	0			100.0
	Cummulative Adjusted Frequency	100.0							83.7	93.0	100.0	0	0			
#20 BUNTEP students are useful in the instructional process in my class	Absolute Frequency	20	12	6	0	0		38	28	8	4	1	2			43
	Relative Frequency	52.6	31.6	15.8	0	0		100.0	65.1	18.6	9.3	2.3	4.7			100.0
	Cummulative Adjusted Frequency	52.6	84.2	100.0	0	0			65.1	83.7	93.0	95.3	100.0			
#26 I believe my BUNTEP student has the potential to be an above average teacher	Absolute Frequency	5	11	19	2	1		38	16	6	14	1	4	2	43	
	Relative Frequency	13.2	28.9	50.0	5.3	2.6		100.0	37.2	14.0	32.6	2.3	9.3	4.7	100.0	
	Cummulative Adjusted Frequency	13.2	42.1	42.1	92.1	97.4		100.0	39.0	53.7	87.8	90.2	100.0	100.0		

TABLE #16

RESPONSES TO PROFILE QUESTIONNAIRES

ITEMS REGARDING COURSES

ITEM		STUDENT RESPONSES AGREE 1	2	NEUTRAL 3	4	DISAGREE 5	TOTAL	out of range	TOTAL	COOPERATING TEACHER RESPONSES AGREE 1	1	NEUTRAL 2	3	DISAGREE 4	5	TOTAL	out of range	TOTAL
BUNTEP students should not try to work while doing field experience.	Absolute frequency #	28	1	6	2	1	38			Absolute Frequency #	15	5	8	5	10	43		
	Relative Freq. (%)	73.7	2.6	15.8	5.3	2.6	100.0			Relative Freq. (%)	34.9	11.6	18.6	11.6	23.3	100.0		
	Cumulative Adjusted Freq. %	73.7	76.3	92.1	97.4	97.4	100.0			Cumulative Adjusted Freq. %	34.9	46.5	65.7	76.7	100.0			
I feel methods courses are timetabled to support activities in my classroom	Absolute Freq #	10	9	12	2	2	3		38	Absolute Freq #	9	4	13	6	6	5		43
	Relative Freq. (%)	26.3	23.7	31.6	5.3	5.3	7.9		100.0	Relative Freq. (%)	20.9	9.3	30.2	14.0	14.0	11.6		100.0
	Cummulative Adjusted Freq. %	28.6	54.3	88.6	94.3	100.0	100.0			Cummulative Adjusted Freq. (%)	23.7	34.2	68.4	84.2	100.0	100.0		
BUNTEP students should have language arts before student teaching	Absolute Freq. #	26	5	2	3	1	1	out of range	TOTAL 38	Absolute Freq. #	22	10	8	1	2	out of range		TOTAL 43
	Relative Freq. (%)	68.4	13.2	5.3	7.9	2.6	2.6		100.0	Relative Freq. (%)	51.2	23.3	18.6	2.3	4.7			100.0
	Cummulative Adjusted Freq. (%)	70.3	83.8	89.2	97.3	100.0	100.0			Cummulative Adjusted	51.2	74.4	93.0	95.3	100.0			
All classes could be taken in spring and summer sessions	Absolute Freq. #	6	4	12	1	12	3	out of range	TOTAL 38	Absolute Freq. #	1	2	21	6	9	out of range 4	TOTAL	43
	Relative Freq. (%)	15.8	10.5	31.6	2.6	31.6	7.9		100.0	Relative Freq: (%)	2.3	4.7	48.8	14.0	20.9	9.3		100.0
	Cummulative Adjusted Freq. (%)	17.1	28.6	62.9	65.7	100.0	100.0			Cummulative Adjusted Freq. (%)	2.6	7.7	61.5	76.9	100.0	100.0		

TABLE # 17

RESPONSES TO PROFILE QUESTIONNAIRES

ITEMS REGARDING FIELD EXPERIENCE

ITEM		STUDENT RESPONSES						COOPERATING TEACHER RESPONSES					
		AGREE		NEUTRAL		DISAGREE		AGREE		NEUTRAL		DISAGREE	
		1	2	3	4	5	TOTAL	1	2	3	4	5	TOTAL
I believe I know what was expected of me as	Absolute Frequency	22	6	7	2	1	38	17	15	5	5	1	43
	Relative Frequency	57.9	15.8	18.4	5.3	2.6	100.0	39.5	34.9	11.6	11.6	2.3	100.0
	Cummulative Adjusted Frequency	57.9	73.7	92.1	97.4	100.0		39.5	74.4	86.0	97.7	100.0	
2 Field Experience should not start until the second year of program	Absolute Frequency	9	3	2	11	13	38	7	2	6	6	22	43
	Relative Frequency	23.7	7.9	5.3	28.9	34.2	100.0	16.3	4.7	14.8	14.0	51.2	100.0
	Cummulative Adjusted Frequency	23.7	31.6	36.8	65.8	100.0		16.3	20.9	34.9	48.8	100.0	
6 Student teachers should not teach in their home community	Absolute Frequency	5	0	3	7	23	38	3	1	14	5	20	43.
	Relative Frequency	13.2	0	7.9	18.4	60.5	100.0	7.0	2.3	32.6	11.6	46.5	100.0
	Cummulative Adjusted Frequency	13.2	0	21.1	39.5	100.0		7.0	9.3	41.9	53.5	100.0	
# 7 More than one BUNTEP student in a class at the same time would be a useful experience	Absolute Frequency	10	4	8	6	10	38	2	4	13	4	20	43
	Relative Frequency	26.3	10.5	21.1	15.8	26.3	100.0	4.7	9.3	30.2	9.3	46.5	100.0
	Cummulative Adjusted Frequency	26.3	36.8	57.9	73.7	100.0		4.7	14.0	44.2	53.5	100.0	

... 2

TABLE #17 CONT.

ITEM		STUDENT RESPONSES							COOPERATING TEACHER RESPONSES						
		Agree		Neutral	Disagree		TOTAL			Agree		Neutral	Disagree		TOTAL
		1	2	3	4	5	Out of range	TOTAL		1	2	3	4	5	Out of range / TOTAL
Workshops on the Expectations and tasks of cooperating teachers were effective	Absolute Frequency	16	9	8	1	3	1	38	Absolute Frequency	23	6	8	3	2	1 / 43
	Relative Frequency	42.1	23.7	21.1	2.6	7.9	2.6	100.0	Relative Frequency	53.5	14.0	18.6	7.0	4.7	2.3 / 100.0
	Cummulative Adjusted Frequency	43.2	67.6	89.2	91.9	100.0	100.0		Cummulative Adjusted Frequency	54.8	69.0	88.1	95.2	100.0	100.0
															TOTAL
1 Faculty advisors should visit their students at least once a week while they are in the schools	Absolute Frequency	16	6	10	4	1	1	38	Absolute Frequency	72.1	11.6	16.3	0	0	43
	Relative Frequency	42.1	15.8	26.3	10.5	2.6	2.6	100.0	Relative Frequency	72.1	11.6	16.3	0	0	100.0
	Cummulative Adjusted Frequency	43.2	59.5	86.5	97.3	100.0	100.0		Cummulative Adjusted Frequency	72.1	83.7	100.0	0	0	
															out of range / TOTAL
7 In Terms of the number of visits, supervision of the students by University personnel is adequate	Absolute Frequency	9	12	9	4	3	1	38	Absolute Frequency	8	10	9	2	9	5 / 43
	Relative Frequency	23.7	31.6	23.7	10.5	7.9	2.6	100.0	Relative Frequency	18.6	23.3	20.9	4.7	20.9	11.6 / 100.0
	Cummulative Adjusted Frequency	24.3	56.8	81.1	91.9	100.0	100.0		Cummulative Adjusted Frequency	21.1	47.4	71.1	76.3	100.0	100.0
9 A significant increase is warranted in the delivery of workshops by project staff	Absolute Frequency	11	5	16	2	1	3	28	Absolute Frequency	4	15	13	4	0	7 / 43
	Relative Frequency	28.9	13.2	42.1	5.3	2.6	7.9	100.0	Relative Frequency	9.3	34.9	30.2	9.3	0	16.3 / 100.0
	Cummulative Adjusted Frequency	31.4	45.7	91.4	97.1	100.0	100.0		Cummulative Adjusted Frequency	11.1	52.8	88.9	100.0	0	100.0

TABLE #18

RESPONSES TO PROFILE QUESTIONNAIRES

ITEMS REGARDING PROJECT FORMAT

		STUDENT RESPONSES								COOPERATING TEACHER RESPONSES						
		Agree 1	2	Neutral 3	4	Disagree 5	Out of Range	TOTAL		Agree 1	2	Neutral 3	4	Disagree 5	Out of range	Total
13. I would be willing to make decisions about BUNTEP if I were asked.	Absolute Frequency	18	6	12	1	0	1	38	Absolute Frequency	18	13	9	1	1	1	43
	Relative Frequency	47.4	15.8	31.6	2.6	0	2.6	100.0	Relative Frequency	41.9	30.2	20.9	2.3	2.3	2.3	100.1
	Cummulative Adjusted Frequency	48.6	64.9	97.3	100.0	0	100.0		Cummulative Adjusted Frequency	42.9	73.8	95.2	97.6	100.0	100.0	
14. Students need methods instructors to help in my classroom	Absolute Frequency	13	13	4	3	4	1	38	Absolute Frequency	8	12	14	1	4	4	43
	Relative Frequency	34.2	34.2	10.5	7.9	10.5	2.6	100.0	Relative Frequency	18.6	27.9	32.6	2.3	9.3	9.3	100.0
	Cummulative Adjusted Frequency	35.1	70.3	81.1	89.2	100.1	100.0	100.0	Cummulative Adjusted Frequency	20.5	51.3	87.2	89.7	100	100.0	
								TOTAL								
15 Cooperating teachers should be familiar with the BUNTEP staff who visit.	Absolute Frequency	33	3	1	1	0		38	Absolute Frequency	31	8	3	0	0	1	43
	Relative Frequency	86.8	7.9	2.6	2.6	0		100.0	Relative Frequency	72.1	18.6	7.0	0	0	2.3	100.0
	Cummulative Adjusted Frequency	86.8	94.7	97.4	100.0	0			Cummulative Adjusted Frequency	73.8	92.9	100.0	0	0	100.0	
								TOTAL								
16 I would welcome the participation of methods instructors in my classroom	Absolute Frequency	19	12	5	1	1		38	Absolute Frequency	24	8	5	2	2	2	43
	Relative Frequency	50.0	31.6	13.2	2.6	2.6		100.0	Relative Frequency	55.8	18.6	11.6	4.7	4.7	4.7	100.0
	Cummulative Adjusted Frequency	50.0	81.6	94.7	97.4	100.0			Cummulative Adjusted Frequency	58.5	78.0	90.2	95.1	100.0	100.0	

TABLE #18 cont.

		STUDENT RESPONSES							COOPERATING TEACHER RESPONSES						
		Agree	Neutral		Disagree		Out of		Agree	Neutral		Disagree		Out of	
		1	2	3	4	5	Range	TOTAL	1	2	3	4	5	Range	TOTAL
							TOTAL								
9 I would like to participate as a visiting resource person in the methods courses offered at our centre	Absolute Frequency	20	11	7	0	0	38		Absolute Frequency	14	5	14	3	5	2	43
	Relative Frequency	52.6	28.9	18.4	0	0	100.0		Relative Frequency	32.6	11.6	32.6	7.0	11.6	4.7	100.0
	Cummulative Adjusted Frequency	52.6	81.6	100.0	0	0	Out of range	Total	Cummulative Adjusted Frequency	34.1	46.3	80.5	87.8	100.0	100.0	
#23 Direct communication between cooperating teachers and BUNTEP Staff should be a responsibility of the principal only.	Absolute Frequency	2	0	5	4	30	2	43	Absolute Frequency	0	4	9	5	19	1	38
	Relative Frequency	4.7	0	11.6	9.3	69.8	4.7	100.0	Relative Frequency	0	10.5	23.7	13.2	50.0	2.6	100.0
	Cummulative Adjusted Frequency	4.9	0	17.1	26.8	100.0	100.0		Cummulative Adjusted Frequency	0	10.8	35.1	48.6	100.0	100.0	
		4.9	0	17.1	26.8	100.0	100.0									
#25 I am informed when methods courses are going to be scheduled in my centre	Absolute Frequency	18	8	4	4	3	1	38	Absolute Frequency	12	2	9	3	10	7	43
	Relative Frequency	4.7	21.1	10.5	10.5	7.9	2.6	100.0	Relative Frequency	27.9	4.7	20.9	7.0	23.3	16.3	100.0
	Cummulative Adjusted Frequency	49.6	70.3	81.1	91.9	100.0	100.0		Cummulative Adjusted Frequency	33.3	38.9	63.9	72.2	100.0	100.0	
#30 It would be useful for course instructors to spend 2 or 3 days a week in the schools of the centre	Absolute Frequency	20	6	7	4	0	1	38	Absolute Frequency	15	5	14	2	4	3	43
	Relative Frequency	52.6	15.8	18.4	10.5	0	2.6	100.0	Relative Frequency	34.9	11.6	32.6	4.7	9.3	7.0	100.
	Cummulative Adjusted Frequency	54.1	70.3	89.2	100.0	0			Cummulative Adjusted Frequency	37.5	50.0	85.0	90.0	100.0	100.0	
															TOTAL	
#31 I feel that I was well informed as to the goals of the BUNTEP Program	Absolute Frequency								Absolute Frequency	21	10	6	1	0	38	
	Relative Frequency								Relative Frequency	55.3	26.3	15.8	2.6	0	100.0	
	Cummulative Adjusted								Cummulative Adjusted Frequency	55.3	81.6	97.4	100.0	0		

SECTION IV
SUMMATION AND SOME THOUGHTS FOR THE FUTURE

Organization

The project must be structurally and organizationally sound. The persons involved must know what is happening and what their participation and contribution is to the project. The goals, objectives, tasks should be known and understood by all participants. The staff should be involved in planning, decision making and implementation.

The administration must be supportive of the off-campus centres. The response and support to the off-campus centres and centre coordinators will probably determine the success of the project.

Flexibility is important. The flexibility should give teaching staff and coordinators the freedom to develop and use their ideas and skills in the best possible way.

Community involvement should be stressed and encouraged. The project will lose a great deal of its potential innovativeness if local schools and local people are not given the opportunity to have input. The very least that should be offered to the community is to participate in the setting up of the project and recruitment of students. The recruitment of students gives the local community indirect voice in recruiting teachers. The project should give local people an ideal of what teacher training involves and an opportunity to participate in decisions as they feel free to do so.

BUNTEP is an expensive program. It must, however, not be compared to the university but to similar programs that operate in the North. Compared in this way the expense of running the program will be normal. It must be kept in mind that BUNTEP is doing teacher education plus. It includes work with the community, the school, teachers, etc. It uses its own resources in delivering workshops and courses to teachers. It would be much more expensive if facilities were not provided by the communities. More specifically, by Indian Affairs. This has helped to keep the costs down.

Native Involvement

The Indianess (Nativeness) of the project happens at this time, only because there are Native students in the project. There has not been an attempt to develop a program that meets the needs of northern communities and, more specifically, of Native people.

The participation of students in the development of BUNTEP is essential. The involvement should include an awareness about changes to be

made in order to make their training relevant to the community and to the children they will be teaching. Relevance of content and materials that reflect the culture of the community are vital. This infers a change in the regular programming.

The potential input of local people, who are immersed in the culture, should be explored and their knowledge and expertise added to the training program. Northern people should be meaningfully involved in decisions regarding the project, especially at the local level.

Students should be trained in curriculum adaptation and curriculum development. Curriculum development will face all students who venture into the North to teach. Training in curriculum development would give teachers an opportunity to include local history, culture, political and economic awareness, etc. in their teaching.

Another way in which "Indianess" can be developed is to include methods of teaching Native languages and Teaching English as a Second Language in the educational program. Serious consideration of the above would add relevance to training teachers for the North.

The development of educational leadership among Native people should come from the students who are in the projects or graduates of the projects. Students should influence the community and children in a positive way.

A total over-view of the above suggestions would add relevance to Indian and Northern Education and Teacher Training.

RECOMMENDATIONS

a) Development of a career ladder leading to post graduate degree.

b) Curriculum Development training for students and teachers.

c) Northern awareness in the training program.

d) Training of personnel for counselling, recreation, administration and adult education.

e) Native content courses to students and communities. Any development of native content courses must benefit the people of the community. It must reflect their culture.

f) Training of students to strengthen 'change agents' awareness within the educational system.

g) Seminar/courses for local people so they can come to terms with educational systems, how pre-school children learn, school board regulations, teacher training, evaluation, etc.

h) Research methods be taught to students and/or research be instituted to deal with problem areas (i.e., drop-outs), program development and possible alternatives in 'educating' the community.

The success of the project will in the final analysis depend upon how well it responds to the need for development as it is defined by the communities the project serves.

APPENDIX "A"

NORTHERN EDUCATION PROJECT

SOME OBSERVATIONS REGARDING THE TEACHER EDUCATION SEGMENT

A. J. Loughton
Director of Planning and
Field Experiences
Faculty of Education

Brandon University

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Appendix B 9

A. General Objectives of the Teacher Education Segment of the Northern Education Project

To provide a field experience that will contribute to the knowledge, skills, and attitudes of the student teacher within the unique context provided by the schools of northern Manitoba communities.

To establish a working example of school-community activities and interaction in the north which will encourage the promotion of such activities in the centers involved.

To influence the students, through community activities, to pattern their own teaching style so as to include community functions as a normal part of their teaching responsibility.

To provide resource personnel on site in the north for the teachers of co-operating school.

B. Personnel and Locations

The Northern Education Project involved placing students in the schools of Split Lake (3 students), Nelson House (3 students), and Norway House (7 students) for a 5 week field experience term from May 13 to June 14 inclusive.

Project personnel from Brandon University who assisted with the project included:

Prof. Wes Drysdale - Social Studies Consultant and student advisor who visited Split Lake and Nelson House during the month of May.

Prof. Betty Gibson - Language Arts and Math Consultant and student advisor who visited Norway House in May and Split Lake and Nelson House in June.

Prof. Jack Loughton - Program Consultant and student advisor who did pre-session planning and workshops in Nelson House, Split Lake, and Norway House in March and April and evaluation sessions with students, administrators and teachers in the three communities in June.

Prof. Nancy Stanley - Instructor in Recreation course in May

Mr. Don Castledon - Instructor in Community Development in June.

Don Robertson - who co-ordinated activities with the IMPACTE format
Director of IMPACTE and provided liason with the communities involved.

The majority of the students who were recruited were IMPACTE students and most were also Cree speakers.

Recommendation: That a faculty member be appointed by the Dean of Education to co-ordinate teacher education activities and provide liason with the Faculty of Education Council, Brandon University.

C. Project Format

Feb. 1	Mar. 1	Apr. 1	May 1	June 1	
Visits & workshop with co-operating school and community personnel.			Recreation course	School experience May 13 - June 14	C.D. course June 17 - 28

July 1	Aug. 1
Community experience July 2 - August 16	

Dec. 1	Jan. 1	Feb. 1	Mar. 1
Visit & workshop		School experience Jan. 6 - Feb. 28	

1. Pre-Session Visits and Workshops:

Two general objectives were established for these sessions:

a) To establish in co-operation with school personnel realistic expectations regarding:

i) the tasks of student teachers

ii) the role of co-operating personnel

b) To introduce students to potential co-operating personnel with a view to their placement.

Feed-back from project personnel (students, teachers, and University personnel) indicated that these pre-session activities were useful and essential. The consensus was that they should be at least two or three day sessions, with workshops in late afternoon or evening with students visiting schools during the day.

Recommendation: That pre-session workshops - visits activities be continued with two or three day minimum time involvement.

D. Resource Personnel During Field Experience

Professors Drysdale, Gibson and Loughton visited the co-operating schools. While the feeling of the staffs of the schools is positive to these visits it is quite clear that the one day visit is not really an acceptable way to function in the north.

Recommendation (s):

1. That visits of resource personnel be planned for each 10 day period that students are in schools.

2. That the duration of these visits be three days in each community.

3. That resource personnel go north with both planned workshop activities and time to respond to the informal requests of classroom teachers.

NOTE: No matter how well you function - if you try to do it in one day you fall into a category of "visitors" that makes it difficult for the people of the north to accept you!

E. Reaction and Recommendations of Co-operating School Personnel

1. Students were an assistance in classroom functions, e.g. group work and individualizing instruction.

2. Resource people should be able to stay for longer periods of time.

3. Pre-Session activities crucial to success of time in schools.

4. Personal information on students would be helpful in their quick integration into school activities.

5. A longer period of time in schools might be optional (on the agreement of both the students and the co-operating teacher).

6. The objectives exercise was helpful in establishing organization and communication.

7. Co-operating teachers should be carefully recruited as a part of the pre-session activity.

8. Perhaps a community involved activity (e.g. home visits) could occur while the students are in the schools, with a view to the discussion of alternatives to the present system.

9. Post-certification students provided release time which facilitated curriculum planning and modification by school staffs.

10. Students contributed to staffs - they talk and are involved.

They have encouraged communication with non-Indian teachers regarding cross-cultural problems.

11. Administrative concerns (cheques, accommodation, etc.) have interfered with smooth school function.

12. Courses may be provided for teachers in conjunction with the project.

13. Workshops should be presented with co-operating personnel and students on such issues as the encouragement of students to develop their own style rather than duplicating the co-operating teacher.

F. Statement of Objectives and Tasks

The onus for this activity was placed on the student. While this was a modest attempt to help the student and the co-operating teacher organize their time together it apparently was much more effective than anticipated. Resource personnel scheduled to visit during the first week of the field experience term assisted in the completion of this task. (See Appendix "A")

G. Student Reaction and Recommendations:

1. The pre-session trip must be compulsory for students who wish to participate in the project.

2. The objectives exercise was a good one that helped to organize. It gave the student a much better start than otherwise expected.

3. Perhaps an alternative source of supplies would be useful - some students felt uncomfortable using supplies that were running low near the end of the school year.

4. Everyday evaluation session with co-operating teacher is a must.

5. Cheques and accommodation difficulties interfered to a major degree with the students' experience in the schools.

Recommendations(s):

1. Field administrative officer must be resident in the north - and available in communities quickly.

2. Distribution of funds: I recommend to the university that it request lump sum funding through our accounts system if the Provincial Government cannot guarantee the delivery of funds in the northern

communities.

IT IS INSANE TO ATTEMPT COMMUNITY BASED ACTIVITIES IN A PLACE WHERE A SIGNIFICANT NUMBER OF THE CRUCIAL PEOPLE INVOLVED HAVE BEEN ALIENATED BY THE LACK OF PAYMENT.

e.g. The Chief at Nelson House.

OVERVIEW:

The Northern Education Project has provided a vital and needed beginning to the delivery of teacher education in the north. All three communities participating have endorsed the continuation of the project during the winter months and next summer.

The only vigorous and continuing criticism which has directly affected the function of the project deals with the administration and structure of the project. In my opinion the project director has been repeatedly and unnecessarily second-guessed by Provincial Government personnel on financial arrangements. The result has been personal embarassment for him and some "project embarassment" for the project in the communities involved.

A healthy relationship exists between the schools involved and the University. The potential of such a project seems unlimited.

A cost analysis of this project would be most useful to education planners. If such a document is available it should be forwarded to the Director of IMPACTE among others.

The concept of teacher/community involvement education is certainly viable and progressive. For the communities of Northern Manitoba it may well contribute to significant educational reform which will result in a better education for northern residents.

Appendix "A"

NORTHERN EDUCATION PROJECT

May 1974

Faculty of Education
Brandon University

STATEMENT OF OBJECTIVES AND TASKS

FOR

SCHOOL EXPERIENCE MAY - JUNE 1974

The following are the things I hope to achieve during my field experience. Included are activities that my co-operating teacher and I have agreed will help me reach these objectives.

STUDENT _____

1. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

2. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

3. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

4. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

5. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

6. OBJECTIVE: _____

_____

_____

TASK(S): _____

_____

_____

_____

As of this date my schedule of activities for my five weeks will be:

WEEK I, MAY 13 - 17 _____

_____

_____

WEEK II, MAY 20 - 24 _____

_____

_____

WEEK III, MAY 27 - 31 _____

_____

_____

WEEK IV, JUNE 3 - 7 _____

_____

_____

WEEK V, JUNE 10 - 14 _____

_____

_____

I feel that the above is a realistic plan and can contribute to the learning situation in my class.

CO-OPERATING TEACHER _____

P.S. Thanks for your help.

Jack

TO THE STUDENT: Remember you should forward this to me at the end of the first week!

A PROPOSAL
FOR THE
FORMAT OF
THE
NORTHERN EDUCATION
PROJECT

Faculty of Education
Brandon University

February 1974

This project will involve three northern communities with four student teachers being placed in each community. During May and June they will be involved in a field experience in the schools of the community. Students would then be joined by community members (students and others) who would, as a team along with the student teachers, provide children with a summer of educational experiences. This would include an opportunity to travel to a city for a view of life there. Brandon University would like to make this proposal to the communities of:

Nelson House
Norway House
Split Lake.

Planning Sessions

During February and March personnel from Brandon University will visit the communities involved and attempt to reach an agreement on the structure and activities that might take place. During this visit it is anticipated that conversations will be held with community people as well as the personnel of the schools involved. The actual design of the project will depend upon these conversations, along with the planning of teacher education personnel.

Field Experience, May - June

Prior to the actual field experience, i.e. during March and April 1974, a series of seminars with co-operating school personnel should take place. The topics of these seminars would include:

(1) tasks of student teachers
(2) role of co-operating personnel
(3) evaluation of the experience
(4) project design

Hopefully, the students involved will also travel to the centers to take part in some, if not all, of these seminars.

Course Credit and Involvement

It is recommended that a course in Community Development and/or Recreation be offered to the student teachers that will support them in their experience and give them credit in their program. The last ten to fourteen days in June would be an ideal time for the introduction of such a course on the campus at Brandon University. It is envisioned then that the students will return to Brandon to do this experience the latter part of June and the first part of July.

July - August experiences

The four student teachers of each center will be joined by at least an equal number of community people who will plan together the community experiences for July and August. Financial support is available for trips with the students that would involve both outdoor recreation and education and a trip to a city.

Further Field Experience

The project will also provide the opportunity for the student teachers to return to the schools of these centers to do advanced field experience during January and February of 1975. During this time, supervision and support will be provided by faculty members from the University. It is hoped that at the same time in-service programs and teacher-oriented programs can be designed and delivered for the co-operating teachers in the project. These seminars would not only involve project evaluation and supervision skills workshops but could also deal with topics identified by the co-operating teachers as a specific interest of theirs.

Second-Year Function

It is envisioned that the May - June field experience could then be duplicated in 1975 with either independent activities being designed for senior students, e.g. curriculum modification and design, etc., or the beginning of a new cycle with different students. The community involved activities of July and August 1974 would then be available for implementation during July and August of 1975.

Salary and Length of Employment

Length of employment is approximately fourteen weeks and the salary is $191.02 bi-weekly. Expenses incurred while on the project will also be paid by the project. Three to six credit hours will be available for persons who successfully complete the community development and/or recreation requirements.

Project Director

The project director of the Northern Education Project is Mr. Ovide Mercredi. Mr. Mercredi can be contacted by writing to Faculty of Education, Brandon University, Brandon, Manitoba.

APPENDIX "B"

SOME INFORMAL THOUGHTS ON THE FUNCTION OF AN IDEAL

B. U. N. T. E. P. C E N T R E

Brandon University Northern Teacher Education Project

Brandon University
Brandon Manitoba
October 1974

*PLEASE NOTE

The two year BUNTEP program has now been changed to a three year program.

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An off-campus centre should be a mini-campus offering the same services available on the main campus along with the added advantages of a small student body working in their home community.

The following might be a part of an ideal centre:

1. Centre Committee --- A Recommendation

Policy for the B.U.N.T.E.P. centre should be the responsibility of a committee which would represent the community and the project. The membership of this committee might include:

The Chief (or Designate)
Band Council Representative
School Committee Representative
School Principal (or Designate)
Teacher Representative
Project Student Representative(s)
Project Director
Centre Co-ordinator
Representative of Community at Large

This committee should have full authority regarding policy in the following areas:

1. Student Recruitment
2. Adapting Program to Meet Community needs
3. Project Evaluation
4. Approval of Project Staff Working in Community
5. Communication with Community regarding the Project

2. Full-time Faculty --- Centre Coodinator

Each centre should have at least one full time faculty member who would have teaching responsibilities and also act as the co-ordinator for the centre. Responsibilities for such a person might include:

1. Over-all administration of local centre affairs.
2. Liaison with community
3. Resource person for teaching centre

4. Some course instruction
5. Supervision of field experience of students.

3. Supporting Faculty

(a) Sessional Lecturers: Ideally these people should deliver courses and remain in the community for several days a visit, e.g., three or four day visit every two weeks during which six to eight hours of instruction could be offered. As well the instructor would be available informally as a potential resource person for community of teaching centre activities.

(b) Counselling Function: Visiting personnel should be available on a referral basis. Better yet, if shared funding could be achieved with another agency, a counsellor who lived in the community could be hired.

(c) Tutorial Assistance: Perhaps the best source of tutorial help would be the staff(s) of the school(s) of the community. Personnel could be contracted on a per diem basis with the status of Faculty Associates.

4. The Student Body

Any northern person is eligible for BUNTEP. Students are considered on their individual merits, not only their academic achievements. Admission to the program is based on the Mature Students Admission policy of Brandon University which states that students who have not completed high school must be at least 21 years of age.

Applicants may either apply by themselves or be recommended by band councils, the Manitoba Metis Federation representatives, Manitoba Indian Brotherhood representatives of other community groups or individuals.

BUNTEP students will complete their studies at their own speed. The program is flexible within limits. Student teachers are encouraged to individualize their study interests within the framework of required and option courses. Some students may finish the program in two years; others may take three years to complete the program. The length of the program depends on the individual student.

Tuition is paid for BUNTEP students and monthly subsistence allowances are paid to single and married students.

The student body should be recruited from the immediate area and/or students who have assurance of housing in the immediate vicinity and who will take the initiative to secure this housing before recruitment.

5. Administrative Services: Crucial to this area is an open and easy communication with the project office in Brandon and a source of local funds for immediate needs in times of stress or emergency. This local account would be under the control of the centre coordinator.

6. Teacher Education Program: This program leads to a Bachelor of Teaching degree after the completion of three full years of academic work. Persons who successfully complete the first two years are eligible for a Province of Manitoba Teaching Certificate.

It is hoped that students will complete the certification requirements in three years. In other words, project support is available for three years while the students complete two years of academic credit. This allows those who have been away from school a considerable time to get back to good study habits with a reasonable chance to succeed.

Over one half of the courses required for certification are options. Forty percent are required. The required courses include: (course descriptions attached Appendix "B")

1) Elementary School: Structure and Curriculum (6 credit hours)
2) Language Arts Methods (6 credit hours)
3) Social Studies Methods (3 credit hours)
4) Science Methods (3 credit hours)
5) Math Methods (3 credit hours)
6) Educational Psychology (3 credit hours)

Courses which can be chosen:

21 - 30 credit hours from Arts/Science/Music/Physical Education

6 - 15 credit hours of Education options

A total of 60 credit hours is necessary for a teaching certificate.

In addition, students must prove themselves to be capable teachers in a classroom situation. This is usually accomplished over the three year period by working for extended times with classroom teachers.

Courses: Preferably at least four courses would be offered at any one time. Arts courses and Education options should be timetabled so that teachers and others in the community could take advantage of them.

Courses specifically designed for teachers involved in the function of the project (e.g., as co-operating teachers) could be offered. Further, teachers could petition the project for the delivery of particular courses.

Courses offered during intersession (May - June) and Summer School (July - August) on campus at Brandon should be available to the students of the project.

7. Field Experience: In-school practicums extending over the normal three year duration of the project should contribute to the learning situation of the school; and provide support for the cooperating teacher as well as give the student the experience necessary for good teacher education. In other words, students should not be more trouble than they are worth. The project should support the student and co-operating teachers in such a way so as to make the student a welcome addition to a teacher's classroom. Examples of such support would include:

1. Pre-Session workshops and seminars
2. Systematic support of Centre Co-ordinator
3. Use of Resource personnel who visit
4. Use of the resources of the teaching centre

8. Information Retrieval: Library resources are limited in the centres envisaged. Therefore, it is imperative that a source of secondary information (Journal articles, and specialized bibliographies for a start) be available to project personnel. A central deposit of such material connected by telex terminals to each centre should be a top priority.

9. Research: Constant communication should be maintained with the community with regard to areas in which research can be useful. If an area is identified (say by the school committee) then it would be the responsibility of the project to design an appropriate study, carry it out, and report its findings to the initiating agency (in this case to the school committee). Personnel to carry out this function could be drawn from the project or from the University at large.

10. The Teaching Centre: The Teaching Centre would be housed in a library sized room at the centre. It would include the deposit of ideas and instructions for

teacher-built support materials. Materials would also be available so that these materials could be built on-the-spot. In-service workshops would be held here and a co-operative resource centre could emerge where teachers can deposit materials as well as use the ideas contributed by others.

11. Areas other than Teacher Education: Is there a need for other career education opportunities? For example:

1. Community Health Workers?
2. Social Work?
   - Aides
   - Social Workers
3. School Division Employees?
   - Secretaries, Maintenance
4. Municipal Clerks?
5. Counsellors?
6. Economic Development Officers?
7. Recreation Workers?

Etc.....

The centre committee should identify the Needs of their community and direct project staff to follow up plans for the expansion of the training program in the desired area (e.g., a Counsellor Training Program, could be a first priority, with a need also for dental technicians, etc.).

FOR ADDITIONAL INFORMATION CONTACT:

Mr. Donald A. Robertson
Director of BUNTEP
Faculty of Education
Brandon University
BRANDON, Manitoba
R7A 6A9

APPENDIX "A"

Any legitimate teacher education program offers more than the sum of its course offerings and field experience.

1. It offers its students an informal atmosphere of special injury into the improvement of teaching and learning.
2. Special research projects are pursued.
3. Innovative classes in co-operation with school divisions search for new direction in the learning process.
4. Students are encouraged to challenge their own program and make innovations that will be meaningful to them personally.
5. Support is offered to school personnel in their initiations toward better education.
6. Teaching centres and curriculum development people and materials are available.

APPENDIX B

Course Descriptions

Education Required

24.260 - 24.261 The Elementary School: Structure and Curriculum (3 - 3 credit hours)

These courses are designed to acquaint the student with the structure and curriculum of the modern elementary school as an educational unit comprising kindergarten through the eighth grade.

It involves a study of the philosophy, objectives, organization, curriculum design materials, and personnel which contribute toward maximum learning. New approaches to organization, guidance and evaluation will be examined.

24.262 - 24.263 Language Arts in the Elementary School (3-3 credit hours)

An introduction to the methods and materials for effective teaching of reading, oral and written expression, spelling, handwriting, usage and literature. Consideration of the role of linguistics and the inter-relationships of the language arts is given through the types of activities selected. Language skills are taught within this framework and are related to the experiential and development abilities of children at this level.

24.266 Teaching of Social Studies in the Elementary School (3 credit hours)

A consideration of the place of Social Studies in Kindergarten and Grades 1-6; of their objectives and subject content; and of the methods of teaching them. The course will include a survey of the Manitoba Primary and Intermediate Social Studies Curriculum and the development and analysis of a Social Studies unit.

24.273 Teaching of Science in the Elementary School (3 credit hours)

The course deals largely with the philosophy, content and teaching methods of the Manitoba primary and intermediate science programs. Laboratory experiences form an integral part of the course.

24.278 Teaching of Mathematics in the Elementary School (3 credit hours)

This course involves a study of objectives in the teaching of

mathematics at the primary level. The course is designed to develop insights into the nature of the science of numbers with emphasis on the development of understanding of mathematical concepts and their relationships; the exploration of the creative aspects of mathematics: the application or mathematical concepts, principles, and skills to problem-solving in situations within the experience of the child.

25.260 Psychology of Teaching and Learning (3 credit hours)

These courses are designed to aid the teacher to understand and apply the basic principles of psychology underlying the behavior and learning of pupils in junior high. It will include such areas as: instructional objectives, entering behavior (intelligence, motivation, disadvantaged), learning (cognitive, affective, psychomotor skills, creativity), evaluation, and teaching (roles, self-concept, innovations).

EDUCATION OPTIONS (Some examples)

24.276 - 277 Pre-School Education I (3-3 credit hours)

An optional course in Nursery-Kindergarten teaching. Students will be part of observation-participation teams in the University and public school kindergartens. Course work will include curriculum development and planning intensive study in specialized pre-school interest area, in case studies of individual children, and in work with parents and teachers.

Registration in this course covers the full year. 24.277 demands 24.276 as a prerequisite.

24.360 Education of the Canadian Indian-Metis Child (3 credit hours)

A survey of the fundamental processes of cultural development, transmission and change, as illustrated in Indian and Metis communities. Emphasis will be on cross-cultural studies of personality, enculturation, values, peer and folk culture, cultural change and normative culture in the education of the Indian-Metis child.

24.361 The Strategies for Teaching Canadian Indian-Metis Child
Prerequisite: 24.360 (3 credit hours)

The role of the school in the Indian-Metis communities today. Strategies for facilitating a learning environment in those communities; curriculum, procedures and materials; observations and participation in the development of educational programs.

24.362 Introduction to School Librarianship (3 credit hours)

An introductory course in the objectives, functions, and administration of school libraries. Attention will be given to the principles of book selection, to the use of selection reference materials, to simple cataloguing and processing, and to circulation methods. Consideration will be given to the teaching of library skills in the schools, and to the role of the classroom teacher in the library.

24.369 Introduction to Audio-Visual Education (3 credit hours)

A general introductory course covering the characteristics, advantag limitations and practical use of both audio-visual equipment and projected and non-projected materials.

24.373 Teaching English as A Second Language (3 credit hours)

This course is designed for the teacher planning to teach children whose first language is not English. Attention will be given to the differences in the linguistic structure of English and the native language; and teaching techniques developed to overcome difficulties resulting from these differences will be introduced.

24.366 Young People's Literature (3 credit hours)

Offers a study of books designed for the twelve-to-eighteen year old, with a background study of a special teen-age literature and present day trends in the writing of young people's books, along with suggestions for reading interest groups and book selection programmes. This course is designed for the junior-senior high school and may, under certain circumstances, be offered conjointly with course 24.365.

24.172 Introduction to the Cree Language 1. No prerequisite. (3 credit hours)

An introduction to the skills necessary for effective teaching of the language. This will include reading, writing, and the phonetic and grammatical structures of the languages, especially in comparison with the phonetic and grammatical structures of English.

Arts/Science/Physical Education/Music Options (Some Examples)

54.133 Canada Since 1534 (A) No prerequisite. (6 credit hours)

A study of the growth of Canada from its discovery by Europeans to the present. Emphasis is placed on the history of French Canada as well as on the social and political development of the nation.

54.322 The Canadian North (A)
Admission by permission of Instructor

An intensive study of the discovery, exploration and subsequent history of Canada's arctic and sub-arctic regions. Students will carry out individual research on topics both historical and contemporary.

90.131 Introduction to Anthropology No prerequisite. (6 credit hours)

A comparative study of society and culture with some attention to form, content and variation in social organization, political and economic institutions, religion and aesthetics. The course will focus on the detailed examination of concepts and methods in the study of culture, society and race. It will present current theory and practice in applied social anthropology as well as outlining the other major branches of the discipline and their inter-relationships.

90.130 Introduction to Sociology No prerequisite (6 credit hours)

A systematic introduction to the scientific study of man and society including such areas as culture; the major social institutions; race ethnic relations; socialization; population; urbanism; social stratification; social conflict; social change; social interaction; and deviance.

90.280 A History of Native People in Canada No prerequisite
(3 credit hours)

A history of native people since the discovery of Canada. The study will include a look at interaction among nation people stemming directly and indirectly from contact.

90.281 Contemporary Native People No prerequisite (3 credit hours)

A descriptive and analytic examination of the contemporary native people of Canada presented through lectures and seminars. The course will include some consideration of Indian legal status, treaties and script; native organizations and their roles today; Band and settlement organization and

intercultural contact. Although some attention will be paid to cultural differences.

APPENDIX "C"

A WORKING PAPER ON EDUCATIONAL NEEDS AND THEIR LINK TO TEACHER CENTRES

Prepared by:
Barry Hammond
for the
Teacher Centre Committee
Meeting, April 1975

Significant societal changes taking place during this decade of the seventies point to the need for a revision of some educational institutions and modes of functioning. There are four major educational changes and four major value shifts which call for a new response from curriculum developers and from teacher educators working with preservice and inservice teachers. These changes will be listed below. Following these lists a summary of recommendations which result from these changes will be given along with suggestions for implementing the recommendations.

EDUCATIONAL CHANGES

1. New research on how children learn seems to show that the symbols and the sumbolic processes now used in the elementary school should be based on concrete objects, apparatus and real experiences which can be altered by the learner. Piaget and others have found that most children before the age of thirteen cannot acquire concepts effectively and cannot comprehend symbolic processed meaningfully without concrete materials which they can transform and manipulate. Our schools have been moving toward less abstract modes of teaching with the addition of pictures in books and audio visual devices. Yet these fall short of the concrete base which ought to form the core of the elementary curriculum.
2. Knowledge in this age is now understood to be a personal construction by the learner resulting from the process of fitting new information and experiences into the knowledge already acquired. Previous views of knowledge saw it as something objective and external to the knower. However, recent research by Polanyi, Piaget and others show that only

the most simple forms of knowledge like the capitals of the provinces lend themselves to a standard answer. Most questions have a variety of correct answers. This view of knowledge as a personal linkage between external events and internalized experiences means that disciplines, graded programs, and standardized modes of teaching must give way to organizing principles in schools that capitalize on the interests, strengths, and experiences of teachers, and of children and their parents. Teachers and children, supported by parents, and specialists, assume the main task of curriculum development.

3. As the rate of societal change has increased so has the rate of obsolescence of knowledge. This fact has caused a lag on the part of text writers and publishers in keeping pace with current thinking and with matching the interests of learners.

4. Another spin off from the increased rate of social change is that teachers find a need for continual updating of their skills and knowledge. As each teacher's needs are likely to be unique and specific it is important that each have the opportunity to define the nature of the inservice education needed and that there be the opportunity for continuity between the phases of this education as their program develops.

VALUE CHANGES

a. In the seventies there appears to be a trend toward shifting more decision making power and more autonomy to those who actually deliver services to people. In schools this is the teachers and others who work directly with children.

b. Also in this decade there appears to be a greater appreciation of diversity. The uniqueness of individuals and of groups in schools is now appreciated as well as their likeness as human persons.

c. Related to the valuing of diversity is a growing concern about groups whose needs are not being met by present educational offereings. This concern is being translated into an active search by educators for modes of teaching that match the needs of all learners and for impediments in the traditional offerings which blocked learning for some people.

d. A fourth value shift that seems to be taking place is a change away from the competitive model characterized by urgged individualism toward a more co-operative sharing among people committed to a common task. Teachers are finding more opportunities to exchange information on classroom organization, on ways of teaching and on content used in their classroom.

RECOMMENDATIONS

The educational and value changes mentioned above lead to the following recommendations:

1. New understandings of the learning process point to the need for more concrete objects, apparatus and real experiences in schools. Some concrete devices can be purchased. However most materials are too specific or too expensive to be purchased. So these must be constructed by teachers and students as they are needed. If this recommendation is to be implemented then centres must be established which are accessible to teachers and students and which contain raw materials like wood, cardboard, tools, and screws. As well advisors on the use of materials and on teaching should be available to offer support and suggestions to those using the centre.

2. New views of knowledge point to the need for curricular units and projects which are built on the experiences and interests of the learners. Centres can facilitate moving to these forms of organization by

(i) providing a place for brainstorming unit ideas with peers and specialists; (ii) providing materials to use in projects; (iii) and providing information on resources in the community that may be integrated into the units.

3. Teachers and children must have an opportunity to design and develop materials to use in their learning. These materials might be designed by teachers from several schools who work together on a project which they field test with there own students. The revised product would then be edited and typed on stencils. Other teachers wishing to use these materials could request the copies needed. To implement this plan a centre is needed for the teachers to meet. Also an editor, a typist and perhaps a graphic artist could be called upon to assist in the production of this unit.

4. A centre is needed which teachers may use as the locus for their inserive education. Such a place may provide a centre for courses and workshops. But mainly it is a place which can be used after school, on holidays or for released time work by people who wish to make new materials, duplicate materials or consult books and people at the centre.

5. If teachers are to be given more responsibility for classroom organization and curriculum development then they must be supported by specialist staff who are available to respond to teachers' needs mainly in the classroom. The main thrust of this help should be to show teachers how to make their own materials rather than to do these things for teachers.

6. If diversity is to be valued then centres must be designed which can respond to the special needs of teachers when they arise. Courses in guitar playing or gardening ought to be provided if needed. Such centres should be accessible to teachers and open at times convenient

to them. Informality ought to characterize the ethos of the centre.

7. Another norm needed is that of co-operative colleageality. Light snacks and soft chairs may encourage teachers to meet after school and later. Also teachers can be funded to give workshops at the centre. At sharing sessions at the centre teachers could focus in on spcial problems posed by particular learners or groups of learners. From such exchange of experiences patterns of responses may be found and varieties of experiments tried which would be difficult for individual teachers to accomplish.

If a centre is to accomplish the tasks outlined it must be characterized by at least the following:

a. it must be responsive to needs defined by teachers. This means that teachers must form the effective part of the decision making groups guiding each centre.

b. it must be accessible to teachers, and flexible in its hours of operation.

c. it must provide teachers with resources which they can use in responding to the needs they define in the classroom.

APPENDIX "D"

STUDENT ALLOWANCE RATES

Single allowance	$310	Monthly
One dependent	$435	Monthly
Two dependents	$535	Monthly
Three dependents	$600	Monthly
Four dependents	$655	Monthly
Five dependents	$710	Monthly
Six dependents	$765	Monthly

NOTE: Any individual allowance will not exceed the estimated entry level salary for which the person is being trained.

APPENDIX "E"

June 1975

THE BUNTEP CENTRE COORDINATOR:

A SUMMATION OF FIELD RESPONSES

by: David R. James
Nelson House Centre
Coordinator

January - May, 1975

In this attempt at objective collation of three coordinators' responses I follow the categories proposed by Don Robertson's letter of March 19, 1975.

a) Admininstration of the centre and problems of communication:

Centre adminstration ranges from the concern for supplies, books, equipment of the students and the Teaching Centre (particulary in new centres) to liason with principals and teachers in older centres. It is therefore a large aspect of the coordinators' responsibility. It is time-consuming because of the isolation of the centres and continuing transportation problems. Winnipeg and Brandon offices must assess the coordinators of the books, supplies etc. that are sent while coordinators must needs record what they have in their centres and plan well ahead as to future needs.

For the coordinators with teaching and tutorial responsibilities in other centres, administration becomes problematic because of time away from the home centre. To teach one day at another centre often necessitates being absent for two days for the getting there. Given the long distances, communication has been facilitated thus far by a personal closeness between most of the personnel in the project; people have been willing to spend time discussing and explaining informally by phone and through personnel meetings both on the road and in the Centres. This is essential if decentralization of authority is to work as it must, if isolated centres are to be tenable off-campus universities.

b) Liaison with the Community:

Liaison has a two-headed constitution. It is made up initially of setting up a productive relationship with the school staff to facilitate student teaching to provoke utilization of the teaching centre and to involve school personnel in course delivery, content, and Brandon University creditation for themselves.

In the long-run liaison is the relationship with the Local BUNTEP Committee and, thereby, with the entire community (specifically the Centres on Reserve). This latter liaison function is one that cannot be pursued actively without endangering its possibility. There are many invisible tensions within a small community. The active pursuit of community involvement may land the coordinator within one group of local loyalties which will lose him the trust of essential persons outside that group. The coordinator then must make himself available to the possibility of closer and closer liaison with the Local BUNTEP Committee, but his objectivity must be seen to be pure, and his primary concern for the BUNTEP students must be his only apparent loyalty within the many concerns that the BUNTEP program affects.

The coordinator's relationship with school personnel, albeit less important in the long run, remembering that they often constitute an expatriate community unto themselves, is the initial situation to be controlled. Thereafter liaison with the Centre committee becomes more fruitful as the coordinator has already established himself with a few of its members: the principal, the teacher representative, the shcool coordinator and the BUNTEP student representative.

Meetings with the local committee might be every six weeks. It is likely that only one or two community members will become involved. Their function might extend all the way from personal couselling especially concerning absenteeism, to project and student evaluation and eventual academic coordination within the center. These community people are also essential to judging the direction of future extension of the mini-campus.

c) Course Instruction:

Preparation of courses prior to delivery is essential if only because of the distance from centres of resource (books, periodicals, copiers etc.). But in addition, this is important because courses are sometimes team-taught, or contingencies will require the coordinator to carry through certain portions of a course if or when an instructor is absent.

It can occur that instructors naive about the north or native students, their sensitivities, will make inappropriate presentations or request presumptuous assignments. The coordinator should see himself in a posiiton to boldly adapt these components of a course so that they become more acceptable to the situation.

Students want instructors to stay as long as possible.

d) Supervision of Field Experience:

The teacher workshops and teacher-student workshops on practice teaching have been found very useful, and it is suggested they be slated for mid-term as well as pre-term. (The Pas).

Practice-teaching becomes more and more imprtant as the course moves on. By third year this takes a good deal of the coordinators' time as teachers and students require progressively more information,

encouragement and evaluation. (vid the 3 phases).

In the first phase (Nelson House) it was left to the students to set up their observation timetables, with mixed results. It is speculated that others besides the coordinator and cooperating teacher might take part in student practice-teaching evaluation if the coordinators involvement will strain essential relationships.

e) Resource Person For Teaching Centre:

At the initiation of Teaching Centres the coordinator is more than a resource person: he is overlord by default. The goal is for the Teaching Centre to be run by Teachers and BUNTEP students. However teachers have been very slow to relate to the ideas and activities that a Teaching Centre imposes. There does not seem to be an active solution to this one. The coordinator will continue to use a lot of time organizing the centre until the Teachers feel that they have a stake in its existence.

f) Relationship With Students

The coordinators' relationship with students takes many twists and turns difficult to trace. Even granting a situation of trust there occur strains in the relationship as the students' responsibilities, powers and practical abilities within the program administration, change and grow. It is these strains that serve to develop the possibilities for a productive learning environment given the fundamental novelty of much of the project activity and intent. Many of the roles of the persona within the project are still in process of definiton: roles particularly of the coordinator and the BUNTEP student.

Guidelines for student dismissal, dealines for assigments, allowance stoppages and changes, are not fixed in writing. Should

they be?

g) Financial Arrangements:

It is generally felt that money available in the centre, placed in the category of "emergency", has not been enough. On the other hand the coordinator has a reasonable power of purchasing and request for the implements of learning and teaching.

Guidelines for spending and a fixed statement of students financial rights, (special monies over and above allowance) are not in existence. While this circumstance is a disadvantage on the face of it, it does permit a good level of flexibility and demands many day-to-day financial decisions of the coordinator that will meet special requirements of each center.